CAPE OF GOOD HOPE.

REPORT

OF THE

SELECT COMMITTEE

ON THE

Dutch Language.

Printed by Order of the House of Assembly.

AUGUST, 1906.

CAPE TOWN:
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1906.

HOPE

ORDERS OF THE HOUSE.

21st June, 1906.

ORDERED: That the Petitions presented respectively on the 31st May, from Mrs. E. Roos and others, on behalf of the Central Committee of the Afrikander Christian Women's Association; on the 1st June, from T. P. Theron and other members of the Central Committee of the Afrikander Bond and Farmers' Association; and on the 6th June from Prof. de Vos and others on behalf of the Central Committee of the South African Taalbond, praying that an inquiry may be instituted as to the position occupied by the Dutch language in the schools, at the public examinations, in the Civil Service and the Courts of Justice, be referred to a Select Committee, with power to take evidence and call for papers.

ORDERED: That the Committee consist of nine members, and that the Colonial Secretary, Messrs. Vosloo, C. J. Krige, Tod, de Waal and Malan be members of the Committee.

22nd June, 1906.

ORDERED: That Sir John Frost, Mr. Blaine and Mr. McIntosh be members of the Committee.

25th June, 1906.

ORDERED: That the Petition presented on the 21st instant from Miss S. Moller and others, praying for a fuller recognition of the claims of the Dutch Language in regard to examination, the teaching of South African history and the qualification of Inspectors of Schools be referred to the Committee.

REPORT

OF THE

SELECT COMMITTEE, appointed by Order of the House of Assembly, dated the 21st June, 1906, to inquire into and report upon petitions presented respectively on the 31st May, from Mrs. E. Roos and others, on behalf of the Central Committee of the Afrikander Christian Women's Association; on the 1st June, from T. P. Theron and others, members of the Central Committee of the Afrikander Bond and Farmers Association; and on the 6th June, from Professor de Vos and others, on behalf of the Central Committee of the South African Taalbond, praying that an inquiry may be instituted as to the position occupied by the Dutch Language in the schools, at the public examinations, in the Civil Service and the Courts of Justice; the Committee to have power to take evidence and call for papers, and to consist of the COLONIAL SECRETARY, Messrs. VOSLOO, C. J. KRIGE, TOD, DE WAAL, MALAN, Sir JOHN FROST, Mr. BLAINE and Mr. MCINTOSH.

In submitting their Report, your Committee beg to state that they have carefully considered the subject matter of the petitions referred to them, and that they have had the advantage of the valuable evidence given by several witnesses, which evidence is appended. They now beg to report as follows:—

1. Your Committee recognize that in a bilingual country it is desirable to offer in-

ducements to the two races, each to learn the language of the other, for by these means harmony and good understanding between the two races can best be promoted, and it is only by such means that the happiness and prosperity of both races can be obtained.

2. As regards the position of the Dutch language in the subsidized schools of the Colony, your Committee find that both Houses of Parliament adopted in 1882 the following School Regulation, which still has the force of law: "So much of the School Regulations contained in the Schedule to the Education Act, 1865, as may be repugnant to or inconsistent with the foregoing Regulations, and so much as provides that the instruction during the ordinary school hours shall be given through the medium of the English language only, is hereby repealed." In consequence of this Regulation, the following introductory note appears in Pamphlet No. 1 (Elementary School Course), issued by the Education Department: "Pupils may take their standards either in English or in Dutch. If both English and Dutch be taken, only half the English and half of the Dutch Reading Book need be prepared." Thus as far as the medium of instruction in all subsidized schools is concerned, the choice is left entirely to the School Committees. Your Committee are satisfied that this a sound principle, which should be given effect to as far as possible.
3. Your Committee have carefully inquired into the position of the Dutch language in schools, at inspection in the Civil Service, and in the various examinations held by the University and the Department of Education. A return showing the

position of the Dutch language in all these is attached to this report, and your Committee desire to draw general attention thereto. For it appears not to be generally understood what the rules and regulations are regarding the position of the Dutch language in Divisional Courts, Examinations and in Schools.

With regard to the Inspectors who hold office in the Education Department, the Superintendent-General of Education has found difficulty in obtaining qualified Inspectors who know both languages, and your Committee desire to recommend :

(1) That in appointing School Inspectors, preference be given to candidates who know both languages. It may be found necessary to increase the emoluments or offer other inducements to obtain suitable men. If this be the case your Committee have no hesitation in saying it would be to the advantage of the country to do so.

(2) That when a vacancy occurs in the Inspectorate, applications should be invited to fill the vacancy, in case no suitable person is known to the Department.

With regard to the position of the languages in schools and at times of inspection, your Committee feel that every opportunity should be given to pupils to learn both languages, and recommend that the form to be filled in by the Inspector, after his inspection of any school, shall provide for a report on the teaching of Dutch in the school, as is the case now with the reports in the English language.

4. The position of the Dutch language in regard to the examinations of the University is fully dealt with in the return already referred to, and your Committee consider that the principle which obtains in the School Elementary examination, where the candidates may take English or Dutch as their compulsory language, is a sound one, and in this connection desires also to draw attention to the system which prevails in Canada, another bi-lingual Colony of the Empire.

5. The Civil Service Examination of the Colony is conducted by the Civil Service Commission, under regulations authorized by Government Notices. Dutch became a general subject of examination required of all candidates for the Civil Service in 1888. The following year, it became by direction of the Government an essential (commonly called a "plucking") subject, and successful candidates were divided into two classes, three-fifths marks in that subject being required for a position in the First Class, and one-fifth marks for a position in the Second Class. In the year 1892, the pass grade was changed to an uniform standard for that subject of three-eighths marks for either class. In 1901, the Government ordered that Dutch should cease for the time to be an essential (or "plucking") subject of this examination. The present position is given in the before mentioned return. "While Dutch is not a failing subject, it is a necessary one, as the number of marks assigned to Dutch (200) is a part of the total number out of which the minimum for either First or Second Class must be obtained." Owing to the circumstances

of the Colony, and the consequent reduction of establishments, the Civil Service Examination was suspended for an indefinite period in 1904.

6. Your Committee recommend that in the Civil Service Examinations the position of the Dutch language should be improved by giving to Dutch an equal number of marks to the highest given for any other subject, *i.e.*, to equal the 300 given to arithmetic; and it is recommended that a proportional increase should be made to the minimum number of marks required to pass in the 1st or 2nd grade.

7. By section 24 of Act No. 32 of 1895, "No person who on the 1st January, 1887, had not served ten years or upwards in the Civil Service may be permanently appointed as Resident Magistrate or Assistant Resident Magistrate, or may be appointed as Acting Resident Magistrate for more than three months, unless he has passed the Civil Service Law Examination, has had at least five years' service, and possesses a sufficient knowledge of both the English and Dutch languages." Your Committee consider it desirable that, whenever possible, Dutch-speaking members of the Civil Service should be sent into those districts where the majority of the inhabitants are Dutch.

8. With reference to the Railway and Post Office Services, your Committe desire to recommend that wherever the holder's office is likely to bring him into contact with the public, preference should be given and inducements offered to those who are conversant with both languages. In the Cape Mounted Police, extra duty pay at the rate of 6d. per diem is granted for knowledge of

the Dutch and Kafir languages. Your Committee have learned with satisfaction that this system is working well, and considers that its extension to other branches of the Service would be of general advantage, and would offer the necessary inducement to occupants of positions in the lower grades of the Public Service who are brought into constant touch with the general public to make themselves proficient in both languages.

9. In conclusion, your Committee desire to point ont that by wise and sympathetic administration much can be done without placing hardships upon any portion of the community to give due recognition to the position of the Dutch language in this country, for which language the Dutch-speaking people have a great regard and affection. The sentiment with which they regard their language must be taken into account, and by every means at our disposal each race should be induced to learn the language of the other, so that by making social intercourse more easy between the two races. a better understanding may be reached, and the policy which now tends to keep both races apart may gradually die out, and a solution of one of our most difficult problems may thus be reached.

Attached hereto is a report of those members of your Committee who are unable to concur in the views herein contained.

F. S. MALAN.
Chairman.

Committee Rooms.
House of Assembly,
10th August, 1906.

MINORITY REPORT.

We the undersigned members of the Committee differing from the report adopted by a majority of the Committee, desire to bring up a minority report as follows :—

1. We find that it is generally recognized that the Cape Colony is a bi-lingual country, the great majority of the inhabitants (outside the native territories) speaking either English or Dutch, or both languages. This fact is, however, by no means fully reflected in the administration of the Colony, for though Dutch is tolerated and allowed for convenience sake, it is not put on the same basis as English, nor is it treated as an official language to anything like the same extent as English.

We feel that the recognition of both English and Dutch as official languages would be only fair and just towards the inhabitants of the Colony, while it would do much to promote that harmony and good understanding between the two principal European races, upon which so much of the future prosperity and happiness of the people depends.

2. As regards the position of the Dutch language in the subsidized schools of the Colony, we find that both Houses of Parliament adopted in 1882 the following School Regulation, which still has the force of law : " So much of the School Regulations contained in the Schedule to the Education

Act, 1865, as may be repugnant to or inconsistent with the foregoing Regulations, and so much as provides that the instruction during the ordinary school hours shall be given through the medium of the English language only, is hereby repealed." In consequence of this Regulation, the following introductory note appears in Pamphlet No. 1 (Elementary School Course), issued by the Education Department: "Pupils may take their standards either in English or in Dutch. If both English and Dutch be taken, only half the English and half of the Dutch Reading Book need be prepared." Thus as far as the medium of instruction in all subsidized schools is concerned, the choice is left entirely to the School Committees. We are satisfied that this is a sound principle, which should be given effect to as far as possible.

3. Several witnesses, especially Mrs. E. Roos and Mrs. A. Schonken, representing the "Afrikaansche Christilike Vrouwen Vereeniging," urged the desirability of using as a medium of imparting instruction in Religion and South African History the language of the religious donomination to which the pupils may belong. We agree with this suggestion, and also recommend that the medium of instruction, at least up to Standard III, shall be for each child, the language of its parents.

While no actual opposition is offered by the Educational Department to the teaching of Dutch in subsidized schools, we find that complaints are rife as regards a general absence of sympathy and encouragement on the part of that Depart-

ment, with respect to this subject of instruction. This is shown in the following ways:

(a) The curriculum of the elementary schools is generally so arranged that very little time, if any, can be devoted to the efficient teaching of Dutch, the consequence being that teachers are tempted to neglect those subjects which in practice do not prove essential at the school inspection. The reply of the Superintendent-General of Education to Question No. 706, is therefore hardly surprising: "You do not know that it is practically a general rule throughout the Colony, that only one hour per week is taken for Dutch?—I know it to be a very common regulation, but it is not a regulation laid down by the Education Department."

(b) At the ordinary school inspection, sufficient notice is not taken of the work done in connection with the Dutch language. In a return asked for by the Committee, showing the position occupied by the Dutch Language at the present time, which return is appended to this Report, it is said: "In whatever schools Dutch is taught, the Inspectors are expected to examine the subject as presented by the teacher." But Dutch is no part of the regular inspection. This was clearly brought out in the examination of the Superintendent-General of Education, Question 575: "Supposing that Dutch is taught in a school, and that the Inspector does not take any notice of the Dutch classes, will that appear at all in the report of the Inspector?—I should say that if

Dutch is taught in the school and the Inspector takes no notice of the Dutch that is taught in that school, he is not doing his duty. 576. Quite so ; but will it appear in his report that Dutch is taught in the school ?—That would depend on the individual inspector. If the individual inspector does not see fit to do his duty he may conceal the fact.'

(*c*) A number of school inspectors are either altogether ignorant of Dutch or not sufficiently at home in it to satisfactorily inspect the Dutch classes. From a return presented to the House in 1905, it appears that from the 1st January, 1900, up to April, 1905, 17 school inspectors were appointed, and that of that number eight did not know Dutch. The Superintendent-General of Education states that it is difficult to get competent school inspectors who know Dutch, and that he urges all inspectors to make themselves proficient in that language.

5. In view of these complaints, we beg to recommend :

(*a*) That the curriculum be so altered as to provide for proper instruction in the Dutch language.

(*b*) That the form to be filled in by the school inspector after his inspection of any school shall provide for a specific report on the teaching of Dutch or the absence of that language from the curriculum of such school.

(*c*) That in appointing school inspectors, preference to be given to candidates who know Dutch as well as English.

(*d*) That no one who is not thoroughly at home in Dutch be appointed to the inspection of schools in which that language forms part of the curriculum.

(*e*) That better inducements, in the form of higher salaries, be held out to school inspectors who know Dutch.

(*f*) That applications be invited for any vacancy in the school inspectorate, if no competent man should be at its disposal.

We feel that this question of the position of English and Dutch in the subsidized schools is a matter of vital importance. In the schools the character of the future citizens is largely formed, and therefore every opportunity should be afforded them to learn both languages, thus providing the best solution of the intricate racial problems as well as training young South Africans for the Public Service of this bi-lingual country.

6. The position of the Dutch Language in Public Examinations of the University of the Cape of Good Hope is fully dealt with in the return above referred to, as well as in the valuable evidence of Professor W. J. Viljoen, of Stellenbosch. Without going into detail, we beg strongly to recommend, that the principle adopted at the School Elementary Examination as regards the English and Dutch languages should be extended to other examinations; this principle being, "that candidates may take English or Dutch as their compulsory language. Those who take English as their compulsory language may take Dutch as their optional subject, and *vice versa*."
7. The Civil Service Examination of the Colony is conducted by the Civil Service Commission, under regulations authorized by

Government Notices. Dutch became a general subject of examination required of all candidates for the Civil Service in 1888. The following year, it became by direction of the Government an essential (commonly called a "plucking") subject, and successful candidates were divided into two classes, three-fifths marks in that subject being required for a position in the First Class, and one-fifth marks for a position in the Second Class. In the year 1892, the pass grade was changed to a uniform standard for that subject of three-eighths marks for either class. In 1901 the Government ordered that Dutch should cease for the time to be an essential (or "plucking") subject of this examination. The present position is given in the before mentioned return. "While Dutch is not a failing subject, it is a necessary one, as the number of marks assigned to Dutch (200) is a part of the total number out of which the minimum for either First or Second Class must be obtained." Owing to the circumstances of the Colony, and the consequent reduction of establishments, the Civil Service Examination was suspended for an indefinite period in 1904.

8. We, after the most careful deliberation, have come to the conclusion that the time has arrived to restore Dutch to the same position in the Civil Service Examination which it occupied therein up to the change of 1901. The fact that this examination has now been suspended for a considerable time proves conclusively that there is no scarcity of applicants for admission into the Civil Service.

As regards the proposals in connection with the Dutch language, contained in the sixth

report of the Commission which inquired into the Public Service of this Colony, we regret that we cannot agree with these proposals, by which a knowledge of Dutch is only essential to pass the first barrier of Divisions A. and B. of the general Civil Service. In this connection, we wish to direct special attention to the weighty evidence of the Hon. J. H. Hofmeyr, and the reasons given by him in reply to Question No. 927, for not agreeing with the said recommendation.

If for any reason there should be a shortfall of fully qualified candidates for appointments in the Civil Service, we beg to recommend the suggestion made by Mr. Hofmeyr, that those who failed in Dutch at the Civil Service Examination, but who otherwise passed, be eligible for "temporary" appointments, such appointments to lapse as soon as fully passed candidates do offer themselves, unless such "temporary" holders of appointments should in the meanwhile have passed the Dutch Examination.

9. We would recommend that candidates for the Civil Service Examination be allowed to select either Dutch or English as the medium of their examination, it being understood that Dutch shall be taken as a "plucking" subject of examination if English is selected as such medium, and *vice versa*. This is the method adopted in Canada, with, as far as we have been able to ascertain, satisfactory results.

10. By section 24 of Act No. 32 of 1895, "No person who on the 1st January, 1887 had not served ten years or upwards in the Civil Service may be permanently appointed as Resident Magistrate or Assistant Resident Magistrate, or may be appointed as Acting

Resident Magistrate for more than three months, unless he has passed the Civil Service Law Examination, has had at least five years' service, and possesses a sufficient knowledge of both the English and Dutch languages." We beg to urge the extreme desirability of strictly adhering to these provisions, and of extending them to all the officers of the Divisional Courts. That this is not always done appears *inter alia* from the evidence of Mr. J. A. Vosloo, M.L.A.

11. With reference to the other civil establishments, such as the Railway, Police and Post Office, we wish to emphasize the importance of appointing men who know both English and Dutch, especially to offices the holders of which come constantly in contact with the general public. As regards the lower ranks of these services, they should afford a ready opening for young men born or bred in South Africa, who, but for such opening, are likely to swell the ranks of the Poor Whites. In the Cape Mounted Police a system has been introduced by which non-commissioned officers and men who are able to speak Dutch are granted extra duty pay at the rate of 6d. per diem. We have learned with satisfaction that this system is working well, and would strongly urge its extension to other branches of the executive Public Services.

12. In conclusion we desire to point out, that a great deal of the dissatisfaction which is now felt by the Dutch speaking population, with reference to the way in which their language is being dealt with in the Public Services and schools, could be removed by a sympathetic administration, based on the full recognition of the fact, that this is a bi-lingual country. The necessity

for sympathy in dealing with the language question becomes apparent when it is borne in mind that this is not only a question of convenience in social and public intercourse, but that it touches the sentiments of a very large section—in fact of the majority—of the European and also of "coloured" inhabitants of this Colony. We have reason to believe, that if effect be given to our recommendations in a sympathetic and unbiased spirit, it would lead to the solution of one of our most difficult national problems.

F. S. MALAN,
C. J. KRIGE,
J. A. VOSLOO,
N. F. DE WAAL.

Committee Rooms,
House of Assembly,
10th August, 1906.

RAPPORT

VAN HET

GEKOZEN COMITE, aangesteld door Resoluties van de Wetgevende Vergadering, gedateerd 21 en 22 Juli 1906 om onderzoek in te stellen naar en te rapporteeren op de petities ingediend respectievelijk op 31 Mei van Mevr. E. ROOS en anderen, namens het Centraal Comité van de Afrikander Christelijke Vrouwens Vereeniging; op 1 Juni van T. P. THERON en anderen, leden van het Centraal Comité van de Afrikander Bond en Boeren Vereeniging; en op 6 Juni van Professor DE VOS en anderen, namens het Centraal Comité van de Zuid Afrikaansche Taalbond, vragende dat een onderzoek moge ingesteld worden naar de positie door de Hollandsche Taal ingenomen op de Scholen, bij de publieke examens en in den Civiele Dienst en de Gerechtshoven; het Comite de macht te hebben getuigenis in te winnen en om papieren te vragen en te bestaan uit den KOLONIALE SECRETARIS, de Heeren VOSLOO, C. J. KRIGE, TOD. DE WAAL, MALAN, Sir JOHN FROST, de Heeren BLAINE en MCINTOSH.

Bij het indienen van zijn Rapport wenscht uw Comité te zeggen dat zij het onderwerp van de petities naar hen verwezen zorgvuldig overwogen heeft en dat zij het nut gehad heeft van de kostelijke getuigenis van verscheidene getuigen, welke getuigenis als bijvoegsel verschijnt. Zij wenscht nu als volgt te rapporteeren :—

1. Uw Comité erkent dat in een twee-talig land het wenschelijk is dat er aanleiding gegeven worde tot het aanleeren door de twee rassen van elkanders taal want op deze wijze kan harmonie en een goede verstand-

houding het best bevorderd worden en het is slechts alzoo dat het geluk en de voorspoed van de twee rassen verkregen kan worden.

2. Wat betreft de positie van de Hollandsche taal op de ondersteunde scholen van de Kolonie, uw Comité vindt dat beide Huizen van het Parlement in 1882 de volgende School Regulatie aannamen, die thans nog de kracht van wet heeft: "Zooveel van de School Regulaties vervat in de Schedule van de Onderwijs Wet van 1865 als tegenstrijdig of onbestaanbaar is met de Regulaties hierboven, en zooveel als bepaalt dat het onderricht gedurende de gewone school uren slechts door middel van de Engelsche taal gegeven zal worden, wordt mits deze herroepen." Tengevolge van deze Regulatie verschijnt de volgende inleidende noot in Pamflet No. 1 (Elementair School Cursus), uitgegeven door het Departement van Onderwijs: "Scholieren mogen voor hunne standards ingaan in Engelsch of in Hollandsch. Ingeval beide Engelsch en Hollandsch genomen worden, hoeft slechts de helft van het Engelsche en de helft van het Hollandsche leesboek voorbereid te worden." Zoo ziet men dat wat betreft het medium van Onderwijs in alle ondersteunde scholen de keuze geheel-en-al bij de School Comités rust. Uw Comité is overtuigd dat dit een gezond beginsel is dat zooveel mogelijk gevolgd behoort te worden.
3. Uw Comité heeft een naauwkeurig onderzoek ingesteld naar de positie van de Hollandsche taal op de scholen, bij de inspecties, in den Civielen Dienst en bij de verschillende examens afgenomen door de Universiteit en het Departement van Onderwijs. Een opgave aantoonende de positie

van de Hollandsche taal in al deze gevallen verschijnt met dit rapport en uw Comité wenscht de algemeene aandacht erbij te bepalen ; want het schijnt niet algemeen bekend te zijn wat de regels en regulaties zijn die de positie van de Hollandsche taal in Afdeelings Hoven, Examens en Scholen regelen.

Wat betreft de Inspecteurs van het Departement van Onderwijs, de Superintendent-Generaal van Onderwijs heeft moeite gehad om bevoegde Inspecteurs te krijgen die beide talen kennen, en uw Comité wenscht aan te bevelen :

(1) Dat bij het aanstellen van School Inspecteurs voorkeur gegeven worde aan kandidaten die beide talen kennen. Het mag noodig zijn de salarissen te verhoogen of andere voordeelen aan te bieden om geschikte personen te krijgen. Indien dit het geval is dan aarzelt uw Comité niet te zeggen dat het tot voordeel van het land zal zijn om zulks te doen.

(2) Dat wanneer een vacature ontstaat onder de Inspecteurs, men applicaties behoort te vragen om de vacature op te vullen, in geval het Departement van geen geschikte persoon weet.

Ten opzichte van de positie van de talen op de scholen en bij de inspecties gevoelt uw Comité dat alle gelegenheid aan scholieren behoort gegeven te worden om beide talen te leeren, en zij beveelt aan dat in de vorm te worden ingevuld door den inspecteur na zijn inspectie van eenig school, er voorziening gemaakt worde voor een rapport op het onderricht van Hollandsch in de school,

zooals nu het geval is met de rapporten op de Engelsche taal.

4. De positie van de Hollandsche taal bij de examens van de Universiteit wordt ten volle behandeld in de opgave reeds op gewezen en uw Comité beschouwt dat het beginsel dat gevolgd wordt bij het School Elementair Examen, waar de kandidaten Engelsch of Hollandsch als hun gedwongen taal mogen nemen, een gezond beginsel is : in verband hiermede wensch uw Comité de aandacht te bepalen bij het stelsel dat heerscht in Canada, een ander twee-talig Kolonie van het Rijk.

5. Het Civiele Dienst Examen van de Kolonie wordt afgenomen door de Civiele Dienst Commissie onder regulaties geautorizeerd door Gouvernements Kennisgevingen. Hollandsch werd in 1888 een algemeen onderwerp van het examen vereischt van alle Kandidaten voor den Civiele Dienst. Het volgend jaar werd het, op last van het Gouvernement, een absoluut noodzakelijk onderwerp (gewoonlijk genoemd een *plucking* onderwerp), en geslaagde Kandidaten werden verdeeld in twee klassen, waar drie-vijfden van de merken voor dat onderwerp noodig waren voor een plaats in de Eerste Klas en één-vijfde voor een plaats in de Tweede Klas. In 1892 werd dit veranderd zoodat hetzelfde getal merken vereischt werd voor een plaats in Klasse I of Klasse II, namelijk drie achtsten. In 1901 gelastte het Gouvernement dat Hollandsche, althans voor een tijd, niet langer een absoluut noodzakelijk of *plucking* onderwerp zal zijn. De tegenwoordige positie wordt aangeduid in de bovengenoemde opgave. Terwijl Hollandsch geen druipend onderwerp is, is het nochtans noodig, want het getal merken (200) toegekend aan Hollandsch is deel van het totale

getal waaruit het minimum voor hetzij de Eerste of de Tweede Klasse gekregen moet worden. Wegens de omstandigheden van de Kolonie en het verminderen van het getal beambten werd het Civiele Dienst Examen in 1904, voor een onbepaalde tijd geschorst.

6. Uw Comité beveelt aan dat de positie van Hollandsch in de Civiele Dienst Examens verbeterd worde door aan Hollandsch evenveel merken te geven als gegeven wordt aan het onderwerp dat het hoogste getal draagt. n.l., rekenkunde t.w. 300; en het wordt aanbevolen dat het minimum vereischt voor de 1ste of 2de klasse op evenredige wijze verhoogd worde.
7. Onder artikel 24 van Wet No. 32 van 1895 "mag geen persoon, die niet op 1 Januari 1887, tien jaar of meer in den Civiele Dienst geweest is, permanent aangesteld worden als Resident Magistraat of Assistent Resident Magistraat, of aangesteld worden als Ageerende Resident Magistraat voor meer dan drie maanden, tenzij hij het Civiele Dienst Wets Examen afgelegd heeft en voldoende kennis heeft van de Engelsche en Hollansche talen." Uw Comité beschouwt het wenschelijk dat, waar mogelijk, Hollandsch sprekende leden van den Civielen Dienst gezonden worden naar die distrikten waar de meerderheid van de inwoners Hollandsch zijn.
8. Wat betreft de Spoorweg en Post Kantoor Diensten, uw Comité wenscht aan te bevelen dat waar het waarschijnlijk is dat een beambte, als zoodanig, in aanraking met het publiek zal komen, de voorkeur gegeven en aanmoediging aangeboden worde aan hen die beide talen kennen. In de Kaapsche Bereden Politie wordt een extra 6 pence per dag betaald voor kennis van de

Hollandsche en Kafir talen. Het verblijdt uw Comité te vernemen dat dit stelsel goed werkt: zij beschouwt dat de toepassing daarvan op andere takken van den Dienst van algemeen voordeel zal zijn en zij zou beambten in de lagere rangen van den Publieken Dienst, die gedurig in aanraking met het publiek komen, de noodige aanmoediging aanbieden om zich in beide talen thuis te maken.

9. Ten slotte wenscht uw Comité aan te toonen dat door verstandige en sympathetische administratie veel gedaan kan worden—zonder op eenig deel van het volk een last te leggen—om behoorlijk te erkennen wat de positie van de Hollandsche taal in dit land is, welke taal de Hollandsch sprekende bevolking hoog waardeeren en liefhebben. De liefde die zij voor hunne taal koesteren moet in acht genomen worden, en op elk mogelijke wijze behoort het eene ras aangemoedigd te worden de taal van het andere ras te leeren, zoodat door het vergemakkelijken van maatschappelijken omgang tusschen de twee rassen men tot een betere verstandhouding mag geraken en de politiek, die thans de strekking heeft de twee rassen van elkander te houden, langzamerhand mag uitsterven en alzoo een van onze moeilijkste vraagstukken opgelost worde.

Bij dit rapport verschijnt een rapport van die leden van uw Comité die niet overeenstemmen kunnen met de opinies hierin vervat.

F. S. MALAN,
Voorzitter.

Comité Kamer,
Wetgevende Vergadering,
10 Augustus 1906.

MINDERHEIDS RAPPORT.

Wij de ondergeteekende leden van het Comité verschillen van het Rapport aangenomen door eene meerderheid van het Comité en wenschen een minderheids Rapport in te dienen, als volgt :—

1. Wij vinden dat het algemeen erkend wordt dat de Kaap Kolonie een twee-talig land is, waar de groote meerderheid van de inwoners (buiten de Naturellen landen) hetzij Engelsch of Hollandsch of beide talen spreekt. Dit feit blijkt echter hoegenaamd niet ten volle uit de administratie van de Kolonie, want hoewel Hollandsch geduld en toegelaten wordt terwille van het gerief ervan, wordt het niet op denzelfden voet met Engelsch geplaatst, en op verre na niet als een officieele taal op dezelfde wijze behandeld als Engelsch.

Wij vinden dat de erkenning van beide Engelsch en Hollandsch als officieele talen niet meer dan billijk en rechtvaardig zal zijn tegenover de inwoners van de Kolonie, terwijl het veel zal bijdragen tot het bevorderen van die harmonie en goede verstandhouding tusschen de twee voornaamste Blanke rassen, waarvan zooveel van de toekomstige voorspoed en geluk van het volk afhangt.

2. Wat betreft de positie van de Hollandsche taal op de ondersteunde scholen van de Kolonie, uw Comité vindt dat beide Huizen van het Parlement in 1882 de volgende School Regulatie aannamen, die thans nog de kracht van wet heeft : "Zooveel van de School Regulaties vervat in de Schedule van de Onderwijs Wet van 1865 als tegenstrijdig of onbestaanbaar is met de Regulaties hierboven, en zooveel als bepaalt dat het

onderricht gedurende de gewone school uren slechts door middel van de Engelsche taal gegeven zal worden. wordt mits deze herroepen." Tengevolge van deze Regulatie verschijnt de volgende inleidende noot in Pamflet No. 1 (Elementair School Cursus), uitgegeven door het Departement van Onderwijs: "Scholieren mogen voor hunne standards ingaan in Engelsch of in Hollandsch. Ingeval beide Engelsch en Hollandsch genomen worden. hoeft slechts de helft van het Engelsche en de helft van het Hollandsche leesboek voorbereid te worden." Zoo ziet men dat wat betreft het medium van Onderwijs in alle ondersteunde scholen de keuze rust geheel-en-al bij de School Comités. Uw Comité is overtuigd dat dit een gezond beginsel is dat zooveel mogelijk gevolgd behoort te worden.

3. Verscheidene getuigen, vooral Mevr. E. Roos en Mevr. A. Schonken. vertegenwoordigende de "Afrikaansche Christelijke Vrouwen Vereeniging," drongen op de wenschelijkheid aan van de taal van de Kerk waaraan de scholieren behooren te gebruiken als medium van onderwijs in godsdienst en Zuid Afrikaansche geschiedenis. Wij stemmen hiermee saam en bevelen ook aan dat in het geval van elk kind de taal van zijn ouders het medium van onderwijs zal zijn ten minste tot Standaard III.

Terwijl geen werkelijke oppositie door het Onderwijs Departement getoond wordt tegen het aanleeren van Hollandsch in de ondersteunde scholen vinden wij dat er vele klachten zijn omtrent een gebrek aan sympathie en aanmoediging aan den kant van het Departement ten opzichte van dit

onderwerp. Dit blijkt op de volgende wijze :—

(*a*) De leercursus van de elementaire scholen wordt gewoonlijk zoo ingericht dat zeer weinig tijd, indien eenige, besteed kan worden aan het behoorlijk onderwijzen van Hollandsch, tengevolge waarvan onderwijzers genegd zijn die onderwerpen te verwaarloozen die in de praktijk niet absoluut noodzakelijk zijn bij de school inspecties. Men verwondert zich dan ook niet over het antwoord van den Superintendent-Generaal van Onderwijs op vraag No. 706 : "U weet niet dat het werkelijk een algemeene regel is door de gansche Kolonie dat slechts een uur per week genomen wordt voor Hollandsch ?"— "Ik weet dat dit een zeer algemeene regulatie is, maar het is niet een regulatie voorgeschreven door het Onderwijs Departement."

(*b*) Bij de gewone school inspectie wordt er niet genoeg notitie genomen van het werk gedaan in verband met de Hollandsche taal. In een opgave (als Aanhangsel hierbij gedrukt) om gevraagd door het Comité, aantoonende de tegenwoordige positie van de Hollandsche taal, wordt het gezegd : "In alle scholen waar Hollandsch onderwezen wordt worden de Inspecteurs verwacht het onderwerp te examineeren zooals voorgesteld door den onderwijzer." Maar Hollandsch maakt geen deel uit van de geregelde inspectie. Dit bleek duidelijk toen de Superintendent van Onderwijs ondervraagd werd : Vraag 575 : "In geval Hollandsch onderwezen wordt in een school, en de Inspecteur geen notitie

neemt van de Hollandsche klassen zal dat gezegd worden in het rapport van den Inspecteur?"—Ik zou zeggen dat indien Hollandsch onderwezen wordt in de school en de Inspecteur geen notitie neemt van de Hollandsch in die school onderwezen, hij niet zijn plicht doet. 576. Dat is zoo; maar zal het vermeld worden in zijn rapport dat Hollandsch in die school onderwezen wordt?—Dat hangt af van den afzonderlijke Inspecteur. Indien de afzonderlijke Inspecteur het goed vindt zijn plicht niet te doen mag hij dit verzwijgen."

(*c*) Een aantal School Inspecteurs kennen Hollandsch òf hoegenaamd niet òf zijn niet thuis genoeg in de taal om de Hollandsche klassen te kunnen inspecteeren. Uit een opgave bij het Huis ingediend in 1905 blijkt dat van 1 Januari 1900 tot April 1905 17 School Inspecteurs aangesteld werden, en dat van dat getal acht geen Hollandsch kenden. De Superintendent-Generaal van Onderwijs verklaart dat het moeilijk is bevoegde School Inspecteurs te krijgen die Hollandsch kennen, en dat hij alle inspecteurs aanspoort om zich in die taal thuis te maken.

5. Met het oog op deze klachten wenschen wij aan te bevelen:

(*a*) Dat de leercursus zoo zal veranderd worden dat er voorziening zal zijn voor behoorlijk onderricht in de Hollandsche taal.

(*b*) Dat in de vorm te worden ingevuld door den School Inspecteur na zijn inspectie van eenig school er voorziening zal zijn voor een gespecificeerd rapport omtrent het onderricht in Hollandsch

of de afwezigheid van die taal van de leercursus van zoodanig school.

(*c*) Dat bij het aanstellen van onderwijzers de voorkeur gegeven zal worden aan kandidaten die èn Hollandsch èn Engelsch kennen.

(*d*) Dat niemand die niet volkomen thuis is in Hollandsch aangesteld zal worden als een inspecteur van scholen waar die taal een deel van de leercursus uitmaakt.

(*e*) Dat inspecteurs die Hollandsch kennen meer aangemoedigd moeten worden door hoogere salarissen.

(*f*) Dat applicaties gevraagd moeten worden voor eenige vacature onder de school inspecteurs indien het Departement over geen bevoegde persoon kan beschikken.

Wij gevoelen dat deze kwestie van de positie van Engelsch en Hollandsch op de ondersteunde scholen een levens-kwestie is. Het karakter van de toekomstige burgers wordt in groote mate op de scholen gevormd en daarom behooren zij alle kansen te hebben om beide talen te leeren ; op die wijze zal men de beste oplossing krijgen van de ingewikkelde rassen-kwesties zoowel als de opleiding verzekeren van jonge Zuid Afrikanen voor den Publieken Dienst van dit twee-talig land.

6. De positie van de Hollandsche taal bij de examens van de Universiteit van de Kaap de Goede Hoop wordt volledig behandeld in de bovengenoemde opgave. zoowel als in de belangrijke getuigenis van Professor W. J. Viljoen van Stellenbosch. Zonder in bijzonderheden te treden wenschen wij ten sterkste aan te bevelen dat het beginsel gevolgd bij het School Elementair examen

ten opzichte van de Engelsche en Hollandsche talen ook gevolgd zal worden bij de andere examens : dit beginsel is " dat kandidaten Engelsch en Hollandsch mogen nemen als hun gedwongen taal. Zij die Engelsch als hun gedwongen taal nemen mogen Hollandsch als hun optioneele taal nemen en omgekeerd of *vice versa*."

7. Het Civiele Dienst Examen van de Kolonie wordt afgenomen door de Civiele Dienst Commissie onder regulaties geautorizeerd door Gouvernements Kennisgevingen. Hollandsch werd in 1888 een algemeen onderwerp van het examen vereischt van alle Kandidaten voor den Civiele Dienst. Het volgend jaar werd het, op last van het Gouvernement, een absoluut noodzakelijk onderwerp (gewoonlijk genoemd een *plucking* onderwerp), en geslaagde Kandidaten werden verdeeld in twee klassen, waar drievijfden van de merken voor dat onderwerp noodig waren voor een plaats in de Eerste Klas en één-vijfde voor een plaats in de Tweede Klas. In 1892 werd dit veranderd zoodat hetzelfde getal merken vereischt werd voor een plaats in Klasse I of Klasse II, namelijk drie achtsten. In 1901 gelastte het Gouvernement dat Hollandsch. althans voor een tijd, niet langer een absoluut noodzakelijk of *plucking* onderwerp zal zijn. De tegenwoordige positie wordt aangeduid in de bovengenoemde opgave. Terwijl Hollandsch geen druipend onderwerp is, is het nochtans noodig, want het getal merken toegekend aan Hollandsch (200) is deel van het totale getal waaruit het minimum voor hetzij de Eerste of de Tweede Klasse gekregen moet worden. Wegens de omstandigheden van de Kolonie en het verminderen van het getal beambten werd het Civiele Dienst

Examen in 1904, voor een onbepaalde tijd geschorst.

8. Na de zorgvuldigste overweging, zijn wij tot de overtuiging geraakt dat de tijd gekomen is dat de Hollandsche taal bij het Civiele Dienst Examen in dezelfde positie zal hersteld worden die zij bekleedde vóór de verandering in 1901 plaats vond. Het feit dat dit examen nu reeds voor een tamelijk lang tijd geschorst is bewijst ten volle dat er geen gebrek is aan kandidaten voor toelating tot den Civiele Dienst.

Wat betreft de voorstellen in verband met de Hollandsche taal, vervat in het zesde rapport van de Commissie die een onderzoek instelde naar de Civiele Dienst van deze Kolonie, spijt het ons dat wij niet kunnen instemmen met deze voorstellen die willen dat een kennis van Hollandsch slechts noodzakelijk zal zijn om door de eerste slagboom van afdeelingen A. en B. van de algemeene Civiele Dienst te komen.

In verband hiermede wenschen wij speciaal de aandacht te bepalen bij de gewichtvolle getuigenis van den Edele J. H. Hofmeyr en bij de redenen door hem gegeven, in antwoord op vraag 927, waarom hij niet instemt met die aanbeveling.

Indien wegens eenige oorzaak er een gebrek moge zijn aan ten volle bevoegde kandidaten voor aanstellingen in den Civielen Dienst wenschen wij de suggestie door den heer Hofmeyr gemaakt aan te bevelen n.l. dat zij die bij het Civiele Dienst Examen in Hollandsch dropen maar die overigens slaagden, verkiesbaar zullen zijn voor "tijdelijke" aanstellingen, zoodanige aanstellingen te vervallen zoodra ten volle geslaagde kandidaten zich aanbieden, tenzij zoodanige "tijdelijke" houders van aan-

stellingen in den tusschen-tijd in het Hollandsche Examen geslaagd zijn.

9. Wij wenschen aan te bevelen dat kandidaten voor het Civiele Dienst Examen toegelaten zullen worden hetzij Engelsch of Hollandsch te kiezen als het medium van hun examen, met dien verstande dat Hollandsche een druipend onderwerp zal zijn indien Engelsch als medium gekozen wordt en omgekeerd of *vice versa*. Dit is het beginsel in Canada gevolgd en, voor zoover wij hebben vernomen, met bevredigend gevolg.
10. Onder artikel 24 van Wet No. 32 van 1895 "mag geen persoon, die niet op 1 Januari 1887, tien jaar of meer in den Civiele Dienst geweest is, permanent aangesteld worden als Resident Magistraat, of Assistent Resident Magistraat, of aangesteld worden als Ageerende Resident Magistraat voor meer dan drie maanden, tenzij hij het Civiele Dienst Wets Examen afgelegd heeft en voldoende kennis heeft van de Engelsche en Hollandsche talen."

Wij wenschen er op aan te dringen dat het uiterst wenschelijk is dat men zich streng zal houden aan deze bepalingen en dat ze ook van toepassing zullen zijn op alle beambten van de Afdeelings Hoven. Dat dit niet altijd het geval is blijkt, onder andere, uit de getuigenis van den heer J. A. Vosloo, L.W.V.

11. Wat betreft de andere Civiele Departementen zooals de Spoorweg, de Politie en het Post Kantoor, wenschen wij nadruk te leggen op de belangrijkheid van personen aan te stellen die beide Engelsch en Hollandsch kennen, vooral in posten waar de beambten gedurig in aanraking met het publiek komen. Wat betreft de lagere rangen of klassen van deze diensten, ze behooren een gewillige opening aan te

bieden voor jonge mannen geboren en opgevoed in Zuid Afrika, die ware het niet voor die opening, heel mogelijk het getal Arme Blanken zouden vermeerderen. In de Kaapsche Bereden Politie is er een stelsel ingevoerd waaronder onder-officieren en manschappen die Hollandsch kunnen spreken een extra betaling van zes-pence per dag ontvangen. Het verblijdt ons te hebben vernomen dat dit stelsel goed werkt en wij bevelen de toepassing hiervan op andere takken van de uitvoerende Publieke Diensten ten sterkste aan.

12. Ten slotte wenschen wij er op te wijzen dat veel van de ontevredenheid die thans gevoeld wordt door de Hollandsch-sprekend bevolking omtrent de wijze waarop hun taal behandeld wordt bij de Publieke Diensten en op de scholen vermeden kan worden door sympathetische administratie, gegrond op de volle erkenning van het feit dat dit een twee-talig land is. De noodzakelijkheid van sympathie bij het behandelen van de taalkwestie wordt duidelijk wanneer het onthouden wordt dat dit niet slechts een zaak van gerief in maatschappelijke en publieke omgang is, maar dat het ook het gevoel raakt van een zeer groot deel—inderdaad de meerderheid—van de Blanke alsook van de "gekleurde" bevolking van deze Kolonie. Wij hebben reden te gelooven dat indien gevolg aan onze aanbevelingen in een sympathetische en onbevooroordeelde geest gegeven wordt het leiden zal tot de oplossing van een van onze moeilijkste nationale vraagstukken.

F. S. MALAN.
C. J. KRIGE.
J. A. VOSLOO.
N. F. DE WAAL.

PROCEEDINGS OF COMMITTEE.

PROCEEDINGS OF THE SELECT COMMITTEE, appointed by Order of the House of Assembly, dated the 21st June, 1906, to inquire into and report upon the Petitions presented respectively on the 31st May from Mrs. E. Roos and others, on behalf of the Central Committee of the Afrikander Christian Women's Association; on the 1st June from T. P. Theron and others, members of the Central Committee of the Afrikander Bond and Farmers' Association: and on the 6th June from Professor De Vos and others, on behalf of the Central Committee of the South African Taalbond, praying that an inquiry may be instituted as to the position occupied by the Dutch Language in the schools, at the public examinations, in the Civil Service and the Courts of Justice; the Committee to have power to take evidence and call for papers, and to consist of THE COLONIAL SECRETARY, Messrs. VOSLOO, C. J. KRIGE, TOD, DE WAAL, MALAN, Sir JOHN FROST, Mr. BLAINE and Mr. MCINTOSH.

Monday, 2nd July, 1906.

PRESENT:

The Colonial Secretary.	Mr. Malan.
Mr. Vosloo.	Sir John Frost.
Mr. C. J. Krige.	Mr. Blaine.
Mr. Tod.	Mr. McIntosh.
Mr. de Waal.	

Clerk read Orders of the House, dated the 21st and 22nd June, 1906, appointing the Committee.

Resolved: That Mr. Malan be Chairman.

Clerk laid upon the Table Petitions Nos. 28, 55 and 86, presented on the 31st May, 1st June and 6th June, 1906 respectively. [Appendix A.]

Clerk read Order of the House, dated the 25th instant, referring to the Committee Petition No. 239, from Miss S. Moller and others, presented to the House on the 21st instant.

Clerk laid the Petition upon the Table.

The Committee deliberated.

Resolved: That there be laid before the Committee the following:

A return by the Under Colonial Secretary showing the position occupied by the Dutch Language at the present time, viz.:

(*a*) The subsidized schools—both in the curriculum and at the inspections.

(*b*) The public examinations of the Education Department, the University and the Civil Service.

(*c*) The Civil Service, *i.e.*, the Courts of Justice, the Government Departments, the railways, the Post Office and the Police.

The Committee deliberated and adjourned until Tuesday, the 10th instant, at 10 a.m.

Tuesday, 10th July, 1906.

PRESENT:

Mr. MALAN (Chairman).

Mr. C. J. Krige.	Mr. Blaine.
Mr. de Waal.	Sir John Frost.
The Colonial Secretary.	Mr. Vosloo.

The Reverend George Stephanus Malan, Secretary of the Taalbond, and Professor Willem Jacobus Viljoen, were examined.

The Committee deliberated and adjourned until Monday, at 10 a.m.

Monday, 16th July, 1906.

PRESENT:

Mr. MALAN (Chairman).

The Colonial Secretary	Sir John Frost.
Mr. Vosloo.	Mr. de Waal.

Clerk read and laid upon the Table a letter, dated the 13th instant, from the Secretary to the Prime Minister, forwarding a return in accordance with the resolution of the Committee, dated the 2nd instant, by the Under Colonial Secretary, showing the position occupied by the Dutch Language at the present time in:

(*a*) The subsidized schools—both in the curriculum and at the inspections.

(*b*) The public examinations of the Education Department, the University and the Civil Service.

(*c*) The Civil Service, *i.e.*, the Courts of Justice, the Government Departments, the Railways, the Post Office and the Police. [Appendix B.]

The Chairman laid upon the Table rules and regulations relating to the Zuid Afrikaansche Taalbond, forwarded to him by the Rev. G. S. Malan.

Mrs. Elizabeth Rachel Johanna Roos, President, and Mrs. Magdalena Schonken, Secretary, of the Central Committee of the Afrikander Christian Women's Association, and Thomas Philippus Theron, M.L.A., President of the Afrikander Bond, were examined.

The Committee deliberated and adjourned until Friday, at 10 a.m.

Friday, 20th July, 1906.

PRESENT :

Mr. MALAN (Chairman).

The Colonial Secretary.	Sir John Frost.
Mr. Tod.	Mr. de Waal.
Mr. Vosloo.	Mr. Blaine.
Mr. C. J. Krige.	

Dr. Thomas Muir, C.M.G., LL.D., M.A., F.R.S., Superintendent-General of Education, and Mr. Johannes Arnoldus Vosloo, M.L.A., were examined.

The Committee deliberated and adjourned until Wednesday, at 10.30 a.m.

Wednesday, 25th July, 1906.

PRESENT :

Mr. MALAN (Chairman).

The Colonial Secretary.	Mr. Tod.
Mr. C. J. Krige.	Mr. Blaine.
Sir John Frost.	Mr. de Waal.

The Honourable Jan Hendrik Hofmeyr was examined.

The Chairman laid upon the Table a return, forwarded by the Superintendent-General of Education, of the result of the Third Class Teachers' Certificate Examination, 1905. [Appendix C.]

The Colonial Seeretary laid upon the Table copies of Correspondence between the Prime Minister's Office, Cape Town and the Prime Minister's Office, Ottawa, Canada, as to the use of the French language in the Canadian Civil Service. [Appendix D.]

The Committee deliberated and adjourned until Tuesday, at 10.30 a.m.

Tuesday, 31st July, 1906.

PRESENT:

Mr. MALAN (Chairman).

The Colonial Secretary.	Mr. C. J. Krige.
Sir John Frost.	Mr. McIntosh.
Mr. de Waal.	Mr. Tod.

Resolved: That the Chairman submit a draft report at the next meeting.

The Committee deliberated and adjourned until Tuesday, at 10.30 a.m.

Tuesday, 7th August, 1906.

PRESENT:

Mr. MALAN (Chairman).

The Colonial Secretary.	Sir John Frost.
Mr. Vosloo.	Mr. Blaine.
Mr. C. J. Krige.	Mr. McIntosh.
Mr. de Waal.	

The Chairman submitted a Draft Report as follows:

In submitting their Report, your Committee beg to state that they have carefully considered the subject matter of the petitions referred to them, and that they have had the advantage of the valuable evidence given by several witnesses, which evidence is appended. They now beg to report as follows:—

1. Your Committee find that it is generally recognized that the Cape Colony is a bi-lingual country, the great majority of the inhabitants (outside the native territories), speaking either English or Dutch or both languages. This fact is, however, by no means fully reflected in the administration of the Colony, for though Dutch is tolerated and allowed for convenience sake, it is not put on the same basis as English, nor is it treated as an official language to anything like the same extent as English.

   Your Committee feel that the recognition of both English and Dutch as official languages would be only fair and just towards the inhabitants of the Colony, while it would do much to promote that harmony and good understanding between the two principal European races, upon which so much of the future prosperity and happiness of the people depends.

2. As regards the position of the Dutch language in the subsidized schools of the Colony, your Committee find that both Houses of Parliament adopted in 1882 the following School

Regulation, which still has the force of law: "So much of the School Regulations contained in the Schedule to the Education Act, 1865, as may be repugnant to or inconsistent with the foregoing Regulations, and so much as provides that the instruction during the ordinary school hours shall be given through the medium of the English language only, is hereby repealed." In consequence of this Regulation, the following introductory note appears in Pamphlet No. 1 (Elementary School Course), issued by the Education Department: "Pupils may take their standards either in English or in Dutch. If both English and Dutch be taken, only half of the English and half of the Dutch Reading Book need be prepared." Thus as far as the medium of instruction in all subsidized schools is concerned, the choice is left entirely to the School Committees. Your Committee are satisfied that this is a sound principle, which should be given effect to as far as possible.

3. Several witnesses, especially Mrs. E. Roos, and Mrs. A. Schonken, representing the "Afrikaansche Christilike Vrouwen Vereeniging," urged the desirability of using as a medium of imparting instruction in Religion and South African History the language of the religious denominations to which the pupils may belong. Your Committee agree with this suggestion, and also recommend that the medium of instruction, at least up to Standard III., shall be for each child, the language of its parents.

4. While no actual opposition is offered by the Educational Department to the teaching of Dutch in subsidized schools, your Committee find that complaints are rife as regards a general absence of sympathy and encouragement on the part of that Department, with respect to this subject of instruction. This is shown in the following ways:—

   (*a*) The curriculum of the elementary schools is generally so arranged that very little time, if any, can be devoted to the efficient teaching of Dutch, the consequence being that teachers are tempted to neglect those subjects which in practice do not prove essential at the school inspection. The reply of the Superintendent-General of Education to Question No. 706, is therefore hardly surprising: "You do not know that it is practically a general rule throughout the Colony, that only one hour per week is taken for Dutch?—I know it to be a very common regulation, but it is not a regulation laid down by the Education Department."

   (*b*) At the ordinary school inspection, sufficient notice is not taken of the work done in connection with the Dutch language. In a return asked for by your Committee, showing the position occupied by the Dutch Language at the present time, which return is appended to this report, it is said: "In whatever schools Dutch is taught,

the Inspectors are expected to examine the subject as presented by the teacher." But Dutch is no part of the regular inspection. This was clearly brought out in the examination of the Superintendent-General of Education, Question 575: "Supposing that Dutch is taught in a school, and that the Inspector does not take any notice of the Dutch classes, will that appear at all in the report of the Inspector?—I should say that if Dutch is taught in the school and the inspector takes no notice of the Dutch that is taught in that school, he is not doing his duty. 576. Quite so; but will it appear in his report that Dutch is taught in the school?—That would depend on the individual inspector. If the individual inspector does not see fit to do his duty he may conceal the fact."

(*c*) A number of school inspectors are either altogether ignorant of Dutch or not sufficiently at home in it to satisfactorily inspect the Dutch classes. From a return presented to the House in 1905, it appears that from the 1st January, 1900, up to April, 1905, 17 school inspectors were appointed, and that of that number eight did not know Dutch. The Superintendent-General of Education states that it is difficult to get competent school inspectors who know Dutch, and that he urges all inspectors to make themselves proficient in that language.

5. In view of these complaints, your Committee beg to recommend:

(*a*) That the curriculum be so altered as to provide for proper instruction in the Dutch language.

(*b*) That the form to be filled in by the school inspector after his inspection of any school shall provide for a specific report on the teaching of Dutch or the absence of that language from the curriculum of such school.

(*c*) That in appointing school inspectors, preference to be given to candidates who know Dutch as well as English.

(*d*) That no one who is not thoroughly at home in Dutch be appointed to the inspection of schools in which that language forms part of the curriculum.

(*e*) That better inducements, in the form of higher salaries, be held out to school inspectors who know Dutch.

(*f*) That applications be invited for any vacancy in the school inspectorate, if no competent man should be at its disposal.

Your Committee feel that this question of the position of English and Dutch in the subsidized schools is a matter of vital importance. In the schools the character of the future citizens is largely formed, and therefore every opportunity should be

afforded them to learn both languages, thus providing the best solution of the intricate racial problems as well as training young South Africans for the Public Service of this bi-lingual country.

6. The position of the Dutch Language in Public Examinations of the University of the Cape of Good Hope is fully dealt with in the return above referred to, as well as in the valuable evidence of Professor W. J. Viljoen, of Stellenbosch. Without going into detail, your Committee beg strongly to recommend, that the principle adopted at the School Elementary Examination as regards the English and Dutch languages should be extended to other examinations; this principle being, "that candidates may take English or Dutch as their compulsory language. Those who take English as their compulsory language may take Dutch as their optional subject, and *vice versa*."
7. The Civil Service Examination of the Colony is conducted by the Civil Service Commission, under regulations authorized by Government Notices. Dutch became a general subject of examination required of all candidates for the Civil Service in 1888. The following year, it became by direction of the Government an essential (commonly called a "plucking") subject, and successful candidates were divided into two classes, three-fifths marks in that subject being required for a position in the First Class, and one-fifth marks for a position in the Second Class. In the year 1892, the pass grade was changed to an uniform standard for that subject of three-eighths marks for either class. In 1901, the Government ordered that Dutch should cease for the time to be an essential (or "plucking") subject of this examination. The present position is given in the before mentioned return. "While Dutch is not a failing subject, it is a necessary one, as the number of marks assigned to Dutch (200) is a part of the total number out of which the minimum for either First or Second Class must be obtained." Owing to the circumstances of the Colony, and the consequent reduction of establishments, the Civil Service Examination was suspended for an indefinite period in 1904.
8. Your Committee, after the most careful deliberation, have come to the conclusion that the time has arrived to restore Dutch to the same position in the Civil Service Examination which it occupied therein up to the change of 1901. The fact that this examination has now been suspended for a considerable time proves conclusively that there is no scarcity of applicants for admission into the Civil Service.

As regards the proposals in connection with the Dutch language, contained in the sixth report of the Commission which inquired into the Public Service of this Colony, your Committee regret that they cannot agree with these proposals by which a knowledge of Dutch is only essential to pass the first barrier of Divisions A and B of the general

Civil Service. In this connection, they wish to direct special attention to the weighty evidence of the Hon. J. H. Hofmeyr, and the reasons given by him in reply to Question No. 927, for not agreeing with the said recommendation.

If for any reason there should be a shortfall of fully qualified candidates for appointments in the Civil Service, your Committee beg to recommend the suggestion made by Mr. Hofmeyr, that those who failed in Dutch at the Civil Service Examination, but who otherwise passed, be eligible for "temporary" appointments, such appointments to lapse as soon as fully passed candidates do offer themselves, unless such "temporary" holders of appointments should in the meanwhile have passed the Dutch Examination.

9. Your Committee would recommend that candidates for the Civil Service Examination be allowed to select either Dutch or English as the medium of their examination, it being understood that Dutch shall be taken as a "plucking" subject of examination if English is selected as such medium, and *vice versa*. This is the method adopted in Canada, with, as far as your Committee have been able to ascertain, satisfactory results.

10. By section 24 of Act No. 32 of 1895, "No person who on the 1st January, 1887, had not served ten years or upwards in the Civil Service may be permanently appointed as Resident Magistrate or Assistant Resident Magistrate, or may be appointed as Acting Resident Magistrate for more than three months, unless he has passed the Civil Service Law Examination, has had at least five years' service, and possesses a sufficient knowledge of both the English and Dutch languages." Your Committee beg to urge the extreme desirability of strictly adhering to these provisions and of extending them to all the officers of the Divisional Courts. That this is not always done appears *inter alia* from the evidence of Mr. J. A. Vosloo, M.L.A.

11. With reference to the other civil establishments, such as the Railway, Police and Post Office, your Committee wish to emphasize the importance of appointing men who know both English and Dutch, especially to offices the holders of which come constantly in contact with the general public. As regards the lower ranks of these services, they should afford a ready opening for young men born or bred in South Africa, who, but for such opening, are likely to swell the ranks of the Poor Whites. In the Cape Mounted Police a system has been introduced by which non-commissioned officers and men who are able to speak Dutch are granted extra duty pay at the rate of 6d. per diem. Your Committee have learned with satisfaction that this system is working well, and would strongly urge its extension to other branches of the executive Public Services.

12. In conclusion, your Committee desire to point out that a great deal of the dissatisfaction which is now felt by the

Dutch speaking population, with reference to the way in which their language is being dealt with in the Public Services and schools, could be removed by a sympathetic administration, based on the full recognition of the fact, that this is a bi-lingual country. The necessity for sympathy in dealing with the language question becomes apparent when it is borne in mind that this is not only a question of convenience in social and public intercourse, but that it touches the sentiments of a very large section—in fact of the majority —of the European and also of "coloured" inhabitants of this Colony. Your Committee have reason to believe, that if effect be given to their recommendations in a sympathetic and unbiased spirit, it would lead to the solution of one of our most difficult national problems.

On the Colonial Secretary intimating that he had certain amendments to move to the above Draft Report.

The Committee deliberated.

Mr. Vosloo moved: That the Draft Report and amendments stand over for further consideration and that the Committee do now adjourn.

Upon which the Committee divided:

Ayes—5.	Noes—3.
Mr. C. J. Krige.	Mr. Blaine.
Mr. Vosloo.	The Colonial Secretary.
Sir John Frost.	The Chairman.
Mr. de Waal.	
Mr. McIntosh.	

Motion accordingly agreed to.

The Committee deliberated and adjourned until Friday, at 10 a.m.

Friday, 10*th August*, 1906.

PRESENT:

Mr. Malan (Chairman).

The Colonial Secretary.	Mr. de Waal.
Mr. Vosloo.	Sir John Frost.
Mr. C. J. Krige.	Mr. Blaine.
Mr. Tod.	Mr. McIntosh.

The Committee proceeded to the consideration of the Draft Report.

Resolved: That Paragraphs One to Seven stand over for further consideration.

Mr. de Waal moved: That Paragraphs Eight and Nine as contained in the Draft Report be adopted.

The Colonial Secretary moved, as an amendment: That paragraphs Eight and Nine of the Draft Report be omitted, and that the following be a new paragraph in lieu thereof:

> Your Committee recommends that in the Civil Service Examinations the position of the Dutch language should be improved by giving to Dutch an equal number of marks to the highest given for any other subject, *i.e.*, to equal the 300 given to arithmetic; and it is recommended that a proportional increase should be made to the minimum number of marks required to pass in the 1st or 2nd grade.

The Chairman put the amendment proposed by the Colonial Secretary.

Upon which the Committee divided:

Ayes—5.	Noes—4.
The Colonial Secretary.	The Chairman.
Sir John Frost.	Mr. de Waal.
Mr. Tod.	Mr. C. J. Krige.
Mr. Blaine.	Mr. Vosloo.
Mr. McIntosh.	

Amendment agreed to, and the original motion accordingly dropped.

Mr. de Waal then moved: That the remainder of the Draft Report be adopted.

The Colonial Secretary moved as an amendment: That the Draft Report be adopted with the insertion of the following amendments:—

New Paragraph One, in lieu of Paragraph One as printed:

> 1. Your Committee recognize that in a bi-lingual country it is desirable to offer inducements to the two races. Each to learn the language of the other, for by these means harmony and good understanding between the two races can best be promoted, and it is only by such means that the happiness and prosperity of both races can be obtained.

Paragraph Three to be omitted.

New Paragraph Four, in lieu of Paragraph Four as printed:

> 4. Your Committee have carefully inquired into the position of the Dutch language in schools, at inspection in the Civil Service, and in the various examinations held by the University and the Department of Education. A return showing the position of the Dutch language in all these is attached to this report, and your Committee desire to draw general attention thereto. For it appears not to be generally understood what the rules and regulations are regarding the position of the Dutch language in Divisional Courts, Examinations and in Schools.
>
> With regard to the Inspectors who hold office in the Education Department, the Superintendent-General of Education has found difficulty in obtaining qualified Inspectors who know

both languages, and your Committee desire to recommend :

(1) That in appointing School Inspectors, preference be given to candidates who know both languages. It may be found necessary to increase the emoluments or offer other inducements to obtain suitable men. If this be the case your Committee have no hesitation in saying it would be to the advantage of the country to do so.

(2) That when a vacancy occurs in the Inspectorate applications should be invited to fill the vacancy, in case no suitable person is known to the Department.

With regard to the postion of the languages in schools and at times of inspection, your Committee feel that every opportunity should be given to pupils to learn both languages, and recommend that the form to be filled in by the inspector, after his inspection of any school, shall provide for a report on the teaching of Dutch in the school, as is the case now with the reports in the English language.

Paragraph Five to be omitted.

New Paragraph Six, in lieu of Paragraph Six as printed :

6. The position of the Dutch language in regard to the examinations of the University is fully dealt with in the return already referred to, and your Committee consider that the principle which obtains in the School Elementary examination, where the candidates may take English or Dutch as their compulsory language, is a sound one, and in this connection desires also to draw attention to the system which prevails in Canada, another bi-lingual Colony of the Empire.

Paragraph Ten : To omit all the words after " languages " to the end, and substitute :

" Your Committee consider it desirable that, whenever possible, Dutch-speaking members of the Civil Service should be sent into those districts where the majority of the inhabitants are Dutch."

New Paragraph Eleven, in lieu of Paragraph Eleven as printed :

11. With reference to the Railway and Post Office Services, your Committee desire to recommend that, wherever the holder's office is likely to bring him into contact with the public, preference should be given and inducements offered to those who are conversant with both languages. In the Cape Mounted Police extra duty pay at the rate of 6d. per diem is granted for knowledge of the Dutch and Kafir languages. Your Committee have learned with satisfaction that this system is working well, and considers that its extension to other branches of the Service would be of general advantage, and would offer the necessary inducement to occupants of positions in the lower grades of the Public Service who are brought into constant touch with the general public to make themselves proficient in both languages.

New Paragraph Twelve, in lieu of Paragraph Twelve as printed:

12. In conclusion, your Committee desire to point out that by wise and sympathetic administration much can be done without placing hardships upon any portion of the community to give due recognition to the position of the Dutch language in this country, for which language the Dutch-speaking people have a great regard and affection. The sentiment with which they regard their language must be taken into account, and by every means at our disposal each race should be induced to learn the language of the other, so that by making social intercourse more easy between the two races, a better understanding may be reached, and the policy which now tends to keep both races apart may gradually die out, and a solution of one of our most difficult problems may thus be reached.

The Chairman put the amendments proposed by the Colonial Secretary. Upon which the Committee divided :—

AYES, 5.	NOES, 4.
The Colonial Secretary.	The Chairman.
Sir John Frost.	Mr. de Waal.
Mr. Tod.	Mr. C. J. Krige.
Mr. Blaine.	Mr. Vosloo.
Mr. McIntosh.	

Amendment agreed to and original motion accordingly dropped.

Resolved: That the Chairman report accordingly.

The Chairman, Mr. de Waal, Mr. C. J. Krige and Mr. Vosloo intimated that it was their intention to submit a minority report.

MINUTES OF EVIDENCE.

SELECT COMMITTEE ON THE DUTCH LANGUAGE.

Tuesday, 10th July, 1906.

PRESENT :

Mr. MALAN (Chairman).

The Colonial Secretary.	Mr. de Waal.
Mr. Vosloo.	Sir John Frost.
Mr. C. J. Krige.	Mr. Blaine.

The Reverend George Stephanus Malan, examined.

Rev. G. S. Malan

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1. *Chairman.*] You are the Secretary of the South African Taal Bond?—Yes.

2. And your organization has also presented a petition, which has been referred to this Committee?—Yes.

3. The Taal Bond sets examinations in Dutch and history annually?—Yes.

4. What are these examinations?—There are three examinations for Dutch and one for history.

5. How many papers are put for each examination?—One paper.

6. So these examinations are really to test proficiency in the Dutch language?—Yes. It is the first article of the constitution of the Taal Bond, and it has for its object the promotion of the knowledge of the Dutch language, and as a means to attain that end the Taal Bond has instituted these examinations.

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7. Do you know how long these examinations have been in progress now?—I cannot say exactly.

8. More or less?—I have only been secretary this last year, but I have looked up the prize list for the last ten years. I can't say how long exactly.

9. Well, it is at least 10 years?—Oh, yes.

10. What are the numbers of candidates who annually present themselves for these examinations?—The numbers vary; the highest number has been 1,400.

11. When was that?—Last year.

12. So there has been a progressive increase?—Yes.

13. From where do the candidates come from? Are they spread all over the country?—All over the country; there are 110 centres.

14. Do you find that these examinations are appreciated or not?—They are decidedly appreciated.

15. Have the certificates of the Taal Bond any particular value in South Africa?—Yes, we find that when teachers apply for situations they generally enclose a Taal Bond certificate to the Committee, and if that Committee wants a teacher efficient in the Dutch language, a great deal of value is attached to the certificate.

16. Is that only in the Cape Colony?—I cannot speak for the other Colonies because I do not know.

17. Have you had any communications from the other Colonies on the subject of Taal Bond certificates?—Yes, I have had communications from the Director of Education, Orange River Colony, several times asking for regulations.

18. Under which the examinations are conducted?—Yes.

19. Now, what is your impression as to the teaching of the Dutch language in lower grade schools?—My impression is that Dutch does not receive sufficient attention.

20. In what way?—Well, there are 25 teaching hours, and I was questioning a teacher the other day, a teacher whom I consider takes a great in-

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terest in the Dutch language, and he told me that out of the 25 teaching hours only about two hours were devoted to the Dutch language.

21. Per week?—Yes, per week.

22. Are any subjects, to your knowledge, taught with Dutch as the medium?—Very few, I believe; hardly any.

23. When you say that, have you any particular school in your mind which has a system by which a certain subject is taught by means of the Dutch language as a medium?—There is no such system as far as I know.

24. What is your experience as regards the inspection of schools by school inspectors. Do they take cognizance of Dutch?—I can only speak from our circuit. A few years ago an inspector inspected Standards I and II., and when his report came out and was laid before the Committee, it was sent by the Superintendent-General of Education, the Committee felt compelled to complain about it. The Committee thought that Dutch, so to say, had been neglected by the inspector.

25. Do you find, as a rule, that teachers think that Dutch is not sufficiently recognized by the Department?—I think that the teachers feel it, but the teachers are in a difficult position to complain about it.

26. How do you mean?—Of course, the inspector sends a report about the school, and the teachers like to keep on good terms with him.

27. Now, what would be your suggestion to remedy the things of which you complain?—Well, one of the first things I think necessary would be that the inspector should know both languages equally well, and that where it is found necessary to inspect in the Dutch language the inspector should be able to do so. I do not only mean inspecting or examining the children about the Dutch language, but also in other subjects, where, in questioning the children, he should be able to do so in Dutch.

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28. Would you be in favour of putting the Dutch and English languages on the same footing in our schools?—Yes.

29. And that if a teacher wants to teach a particular subject by the medium of the Dutch language he should be allowed to do so?—Certainly, the law allows it. In theory it is allowed, but in practice it is not carried out.

30. In these cases you would want the inspector to inspect the class in the Dutch language?—Yes, if he were asked to do so.

31. Is that done now?—I do not think so. I think that if the inspector finds a child of Dutch parentage not understanding the question as put in English the inspector should be able to put that question in Dutch and allow the child to answer in Dutch, and that such an action should not prove to be any drawback to the pupil.

32. Do you think it would be a wise thing to commence the education of Dutch speaking children by teaching them the English language?—I think it is recognised as the only sound educational principle in all countries that a child should begin to be taught in its own language. It is all over the world recognised as the only sound principle.

33. Do you think education in the Cape Colony suffers on account of the non-recognition of this principle?—I think in many cases it is so.

34. Especially in cases where children are not left long enough in school to cause them to acquire a knowledge of the English language?—Yes.

35. So you think that from an educational point of view it would be an advantage to give more scope to the Dutch language in our schools?—Yes.

36. With regard to the examinations of the Taal Bond, supposing the Department were to put the teaching and the inspection of the Dutch language on a satisfactory footing, would you still insist on Taal Bond examinations then?—It is difficult to say. Sometimes you have to keep up such an organisation in order to keep the people up to the

mark, but if it were properly done the Taal Bond would really have no reason for existence.

37. You then take up this position, that the Taal Bond exists because it is necessary in order to counterbalance the influences working against the Dutch language in the Colony, and that if these influences ceased to exist the Taal Bond would fall away by itself?—Yes.

38. *Mr. de Waal.*] Can you shortly tell us what the theoretical rights of the Dutch language in the schools of this Colony are?—The law allows that the medium of inspection can be partially, or wholly, in the Dutch language.

39. That I knew. Now in the farm schools, where the children are, in the majority of cases, of Dutch extraction, the Dutch language is used as a medium of inspection, is it not?—I think that English is used more.

40. In farm schools?—Yes.

41. Who is to blame for that?—As I said before, if a teacher knows that the inspector inspects in English, the teacher is bound to instruct the children in English.

42. You think that the reason is that the system of inspection, which is conducted principally in English, works against the teachers using the Dutch language in farm schools?—Yes.

43. That is the reason?—Yes.

44. Now these children in farm schools only get a limited education; they leave when they have passed the 4th standard?—Yes.

45. And by making the medium of instruction foreign to them, and having only a short time to stay at school, it lessens the amount of instruction they would otherwise receive?—Yes, and it makes education one-sided.

46. A child attending a farm school for about two years, or until he has passed the fourth standard. Now if he is not taught in what to him is a foreign tongue, since it is not his mother tongue, he cannot learn in those years as much as if he were taught in his own language?—Yes.

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47. So by encouraging the Dutch language in the farm schools you would get a larger amount of learning into the child than at present?—Certainly.

48. And consequently a child would be handicapped when by only getting two years' instruction in what to him is a foreign tongue?—Yes.

49. How can we alter that?—I have already said that we should begin with the inspectorate.

50. You would then wish that inspectors in this Colony, which is a bi-lingual one, where the majority of people are of Dutch extraction, that these inspectors should be able to know the Dutch language?—Yes, especially in districts almost wholly Dutch. Of course, in the Eastern Province there would be circuits where practically no Dutch is spoken. But it would be an advantage for inspectors to know both languages.

51. Now, in addition to his knowledge of these languages, you want something more from him. You want him to be sympathetic?—Yes.

52. And you want the two languages to be on an equal footing?—Yes.

53. So the result would be that teachers would no longer simply use English as a medium, but would use as a medium that language which would be to the advantage of the children?—Yes, the teacher should feel that there would be nothing to handicap his school if he used the Dutch language.

54. Now we come to the ordinary undenominational schools, first, second and third classes. Now in these schools the same principle prevails as at farm schools?—Yes.

55. Now you say that in schools in which the majority of children are Dutch, notwithstanding this theoretical permission, no use is made of it?—It is hardly ever used.

56. Now as regards that couple of hours of Dutch out of 25?—I was speaking of Dutch as a subject of instruction as compared with other subjects of instruction.

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57. Do you know of any instances where they use Dutch as a medium of instruction in our undenominational schools?—Not to my knowledge.

58. Not in the lower classes, where the children are mainly of Dutch extraction?—Mostly English is used.

59. So it follows that before a child can learn anything it must learn, what is to it, a foreign language?—Yes.

60. And that takes time?—Yes.

61. So that a child, not knowing English, on going to school must remain in school a certain time learning English before he can learn anything else?—Yes.

62. Don't you think that handicaps a child?—Most decidedly. In some schools the rule is that a child gets a number of words of which he must learn the synonyms. It is a long list of words in English, and it has very long words in English. The child must learn the synonym in English, and he knows neither one nor the other. He learns by rote.

63. Take a Dutch child which goes to a school in the lower class, and has to learn English, that child understands nothing of English, yet he is taught in English. Now does it not follow that for many months he would sit as a dummy, not understanding what was going on?—Yes, I think so.

64. Now you know that in this country the Dutch farmer sends his child to school for a very short time?—Yes, in many instances that is so.

65. And the child is taken out of school after having passed the 4th Standard?—Yes.

66. If Dutch were used more as a medium for the education of Dutch children in the lower schools, do you think that those children would be far better educated than they are at present?—Yes, I take it that Dutch and English could be taught almost simultaneously. When I was a child I had a Dutch teacher, a Hollander, and I learned the languages almost simultaneously. The languages

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always went together; we would translate from one to the other, and put questions in Dutch and in English. I learned both languages simultaneously, and that is my idea of what should be.

67. Would you in these lower classes make Dutch compulsory?—Yes, I would certainly.

68. Do you think that there would be any great hardship to the English child who had to learn Dutch for a few hours a day?—It would be a blessing to him and our country.

69. You think it would be an advantage?—Yes, and it would create a better feeling, and so help to bring the races together.

70. You would not recommend this in principally English communities?—You cannot make it compulsory there, but it would be an advantage.

71. You would not go so far as to say that in principally English communities Dutch should be made compulsory?—No, just as little as I should like to force English upon a Dutch child.

72. You think that the welfare of the majority should be taken into consideration to some extent?—Yes.

73. So in a place almost wholly Dutch, for the sake of a few English children, you would not prevent Dutch being used?—I plead for fairness and justice, and I think that the teacher if he puts a question in Dutch and an English child does not understand, the teacher should put the question in English for the benefit of that child.

74. Suppose you had 60 children in a class, and 10 of them were English and the remainder Dutch. Of course those English children would have to follow the lessons given in Dutch. Now don't you think it would be a hardship for them. I mean supposing the medium was Dutch; they are taking history we will say?—If they understood nothing about Dutch it would be a hardship if the questions were not put in English.

75. Do you say that both languages can go on simultaneously?—Yes.

76. The teacher teaches in Dutch, we will say, and he can speak English for the benefit of the English child?—Yes.

77. Do you think that there would be any hardship in that?—No, I think that both sides would profit.

78. Cannot School Committees order that to be done?—Yes.

79. But it does not work in practice?—No.

80. And the reason is that the inspectors do not speak Dutch, and that the Department does not encourage it?—Yes.

81. So you want the inspectors to inspect in both languages?—Yes.

82. Do you think that the School Committees would avail themselves of this theoretical right more if inspectors spoke Dutch?—Yes, I think they would have stronger grounds under their feet.

83. And that would be the solution of the difficulty?—Yes.

84. Would you apply the usage of the two languages simultaneously in the higher classes also?—Yes.

85. What is the present position of Dutch in examinations, is it satisfactory, the University examinations I mean?—It is optional.

86. Do you think it should be compulsory in a country like this?—I would not at present go as far as that.

87. Of course, if it were there would be an end to all your difficulties?—Yes.

88. *Mr. Vosloo.*] You say that in the first, second and third classes you do not know of any case where Dutch is the medium?—I am speaking of my own knowledge.

89. Do you know of cases where it is the medium in farm schools?—I think it would be more in farm schools.

90. Even in these cases how far is it allowed to be the medium, up to what stage?—I think the Law allows it right through.

91. Right through the elementary?—Yes.

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92. In cases of the first, second and third class schools there is a provision for a certain amount of Dutch tuition in each class from Standard 1 upwards?—Yes.

93. Do you know that in each class a certain amount of Dutch is taught?—Yes, I think as a rule a certain amount is taught.

94. What time is allowed for each class during the week?—It would vary from an hour to two hours.

95. A week?—Yes.

96. What is about the maximum that could be allowed for Dutch as a subject?—I would not be quite prepared to give an answer to that.

97. Even in these cases where it is taught in each class, is it in your experience that Dutch is satisfactory. Say you take a first class school with a staff of about ten teachers. Each teacher has a class, and each of the teachers has to teach Dutch lessons. Now what I want to get at is whether, from your experience, that teaching has been satisfactory?—It depends a great deal upon the teachers. In many instances Dutch is taught by means of English, which I consider most unsatisfactory.

98. You mean that the Dutch class is kept in the English language?—Yes.

99. Have not cases come to your knowledge where a first class school, with a staff of six or eight teachers, has a very competent Dutch teacher, who has to take one class in Dutch and the other classes are taught by other teachers who do not know Dutch?—No, I do not know of any such cases.

100. Do you know of cases where there is a staff like that where there is one teacher appointed for Dutch. He is called the Dutch teacher?—Yes.

101. Do you find that that teacher will take the Dutch in the classes from Standard 1 up to elementary?—I cannot think of such cases to my knowledge.

102. Now you know of inspectors who do not know Dutch?—Yes, there is that inspector of whom

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I was speaking about just now. He inspected our school, and did not know enough Dutch to examine in Dutch.

103. How did he examine the Dutch pupils. How did he manage it?—He would know a little Africander Dutch, I suppose, and so run it in that way.

104. Does he put his questions in English?—I suppose so, for if he does not know Dutch properly he will have to put them in English. I have not been present at such inspections.

105. So really the Dutch examination is wholly in English?—Yes, an inspector once asked me to accompany him when he inspected the Dutch.

106. And suppose he could not find anyone to help him examine in Dutch?—I suppose he would ask the teacher. I think in most cases that a teacher would do it.

107. Is that a satisfactory system to your mind?—Well, if he does not understand what is going on I do not see how he can give a correct report.

108. *The Colonial Secretary.*] Can you give us a copy of the Taal Bond?—I have not got it here.

109. Would you send the Chairman one?—Yes.

110. Now you have spoken of the Dutch language, would you tell me how many forms of the Dutch language that there are in use in this country?—Well, there is only one recognised form, the civilised form of Dutch.

111. That is high Dutch?—It is not the Dutch of Holland and it is not what is called "kitchen" Dutch, but is a form of Dutch which has been approved by the University.

112. There are really three forms of Dutch, high Dutch, then a modified form generally used by the Taal Bond, and the "taal" itself?—It is the case with most languages to find dialects. The only Dutch we consider is the simplified Dutch.

113. There is no opposition to that?—Very little, and that is dying away.

114. Would you kindly tell me if you have text books in that language?—Yes.

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113. There is no opposition to that?—Very little, and that is dying away.

114. Would you kindly tell me if you have text books in that language?—Yes.

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115. How many?—Well, there are so many writers I cannot exactly say.

116. Has not the Taal Bond done something in that direction?—Not officially.

117. It has been done by members of the Taal Bond?—No, not as members.

118. You have said that subjects should be taught with Dutch as a medium. Have you a text book for the teaching of mathematics?—Yes, we can get it.

119. But that would be difficult at the present moment to acquire?—In the Transvaal they always taught mathematics by Dutch text books, and they do it now in the C.N.O. schools, I think.

120. You don't look upon English as being a foreign language in this country?—No.

121. Do you know any other countries where there are dual languages. Do you know the position of the French and English languages in Canada?—To some extent.

122. Can you tell me what it is, take the Civil Service examinations for instance?—I cannot give an answer to that.

123. Is there any scarcity of teachers who can instruct with Dutch as a medium?—Yes.

124. A very considerable one?—Yes.

125. What is the percentage?—I cannot say.

126. Now you say that Dutch does not receive sufficient attention; out of 25 hours you thought only about two hours were devoted to the Dutch language. Have you known the Department to make difficulties where there has been a request for more Dutch?—No, I do not know of any.

127. You do not think the Department has stood in the way?—No, I do not think that it has.

128. There were certain schools established, arising out of the unfortunate war; large schools, one at Steynsburg and one at Dordrecht. What was the medium of instruction in those schools?—I cannot say; I cannot give an answer to that.

129. Is it some time ago since you assisted an inspector to inspect in the Dutch language?—That was many years ago.

130. No cases have come within your knowledge lately?—No, but the other case I spoke of happened in our school about three years ago.

131. Who was the inspector?—Dr. Logie.

132. Do you know whether there is any difficulty being experienced by the Department in obtaining inspectors who know both languages?—I cannot say.

133. You do not know whether it is the case or not?—No.

134. *Mr. C. J. Krige.*] As regards farm schools, do you not often find that parents are to blame. They say "My child only goes to school for two years, and I would like English to be taught him"?—There are parents of that way of thinking.

135. Of course, as regards the high schools, the right of making Dutch the medium of instruction rests with the School Committee?—Yes.

136. Have you ever found the Department to censure the conduct of any Committee if that Committee has desired to make Dutch the medium?—No, not as I know of.

137. *Chairman.*] Do you wish to give evidence on the other branches of the public service, railways, posts and telegraphs?—No.

138. You, as Secretary of the Taal Bond, are more concerned with the educational part of things?—Yes.

139. Do you think that the scarcity of locally-trained teachers is increasing, or that the number of them is increasing?—It seems to me to be about stationary, but as far as I have examined it there seems to be a good lot of teachers. I am strongly in favour of an institution where teachers would be trained in that way, especially for higher education. Although there is an increasing number of locally-trained teachers, the increase is *pari passu* with that of those desirous to learn Dutch.

Professor Willem Jacobus Viljoen, examined.

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140. *Chairman.*] You are professor of modern languages at the Victoria College, Stellenbosch?—Yes.

141. How long have you held that position?—Eleven years.

142. You are also a member of the Head Committee of the Taal Bond?—Yes.

143. Are you acquainted, Dr. Viljoen, with other bi-lingual countries except South Africa?—Well, as a student of languages, I spent a considerable time in bi-lingual countries such as Alsace-Loraine, Belgium and Switzerland.

144. Which are the two languages in Alsace-Loraine?—German, or rather Allegemainsche, and French.

145. And in Belgium?—Flemish, Dutch and French.

146. In Switzerland?—There are three languages there. There are cantons where German and French is spoken, and in a few cantons Italian is spoken.

147. You stayed for some time at Strasbourg, the capital of Alsace?—Yes.

148. What did you find with regard to the position of the two languages in that country?—In Alsace the majority speak a particular form of German, and therefore under the German Government there is no necessity for propagating the study of French, but in Loraine French is spoken, and there the medium of instruction in elementary schools, corresponding to our third standard, is French.

149. *Mr. de Waal.*] Loraine is French?—Yes.

150. *The Colonial Secretary.*] And after that?—The two languages run *pari passu*.

151. *Chairman.*] As regards the public service?—Well, in the whole of Alsace and Loraine you will not find a Civil Servant occupying a responsible position who does not know both languages.

152. You find that on the railways?—Yes, everywhere.

153. In the post office?—Yes.

154. It is expected of the officials that they should know both languages?—Certainly. Prof. W. J. Viljoen. July 19, 1906.

155. And as regards Belgium, what is the position there?—Well, there the feeling of the advantage of knowing both languages is stronger than in Alsace, where feeling runs high. In Belgium the two peoples live contentedly under one flag, and they live side by side, and the languages are conducted in what I look upon as an ideal way.

156. What is that ideal way?—It is a known fact that in the Belgium school the medium for the elementary training is the language of the child, whatever it may be, either French or Flemish. That training is equal to up to the third or fourth standards in our schools; they have no standards, grades they call them. After that the child, having had an opportunity of getting hold of some knowledge of his own language, is able to extend his knowledge by learning a foreign language, which has been partially taught to him in the meantime as a foreign tongue, and which he masters.

157. What is the system as regards higher education in Belgium?—In Brussels, French is really the language. In Ghent the medium of instruction is the two languages. More subjects are taught in Dutch, or Flemish, which is really Dutch, and on the other hand other subjects are taught in French

158. And as regards the public service?—The public service, sir, is something I would hold up to our administration as a model, so far as the use of the two languages are concerned. It struck me some years ago when I travelled through there with my wife. I said to her that we would see an ideal bi-lingual country, and when we came to the frontier I told the Belgium official, for a joke, that I could not understand him in French, and he then asked me for my ticket in Dutch. I asked for other explanations, and he gave them at once. So, too, at the post office we made a call as strangers, and were spoken to in Dutch. Of course, there are cases where an official knows French exclusively,

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but you will always find another by his side who knows the other language as well.

159. The same applies to the three languages in Switzerland?—Oh, yes.

160. Do you think that a bi-lingual country has advantages over a uni-lingual country?—I decidedly think so, because even in countries where one language is spoken, take Germany or France for the matter of that, they have found it out too late. Take Russia also. The necessity for knowing a second language well is everywhere expressed, and is carried out by children being made to learn a second language as a medium for intercourse with other nations of Europe.

161. You think that the bi-lingual system has special advantages for South Africa?—Yes.

162. What are they?—If I had created the condition of things I would not have made South Africa a bi-lingual country, but circumstances have made it a bi-lingual one. And in balancing the two sides, bi-lingual and uni-lingual, I find that the advantages are greater if the two languages are treated as they should be.

163. What is your experience of the capacity of students in the higher grades. Does it assist them to know both languages?—Well, we must really start with the lower schools in order to form a fair estimate of the amount of assistance. I have found as a teacher of languages that Dutch speaking boys and girls who received their first instruction through the medium of their own language managed to express themselves in writing and in speaking far more correctly and grammatically in their own language, and in almost all cases it is the experience of my colleague, the professor of English. The pupils speak far more correct and grammatical English than those boys and girls who received their first training through the medium of English.

164. So it is an advantage to keep the two languages separate in the minds of children up to a certain stage?—Quite so.

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165. The question has been put whether there are different forms of the Dutch language. What is your view of the matter?—There is only one form of Dutch as such. There is a lower form of the language which we recognize as Dutch, but with regard to that, has any country, England not excepted, no dialects? Every country has them. The Yorkshire dialect does not lie nearer to the lower form of English, and the same applies to the Devonshire and Cornish dialects, than our Cape Dutch does to Dutch; in fact the current form of Cape Dutch is nearer to Dutch than Flemish is. We have only one dialect. It is the ordinary vernacular, but it does not debar a man from acquiring a sound knowledge of Dutch. The condition is far worse in Alsace-Loraine, where if you were to hear Allegemanische, or if you were to hear Bavarian, if you knew German, you would be surprised. In answering the question put by the Colonial Secretary, I would say that there is only one form of the language. The writings of South Africa belong to the Dutch language just the same as the writings of Belgium.

166. What is your experience of the capacity of English children to acquire a knowledge of the Dutch language?—I have had considerable experience in that line. I have had many boys and young ladies who have worked up to B.A., and if they started pretty early with Dutch they managed it just as easily as any other foreign nation could have done. There is young Tyndall of Pretoria, who has done well in Dutch, and Jarvis, who has gone to Oxford. Jarvis got 86 marks in Dutch in the junior class for the B.A. degree. He stood far ahead of many of the Dutch boys and girls, and when he went to Oxford I told him to go across to Holland and surprise the people there.

167. What is the position of Dutch in University examinations starting from the B.A.?—The position is improving very much.

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168. And in the School Elementary?—The position is briefly that at the Elementary examination the candidate has the option between English and Dutch as a medium. One language is regarded as the main, and the other as the subsidiary language, and the candidate can select which he, or she, likes as his, or her, principal language. All the other papers are done in English, but the candidate has the option between English and Dutch as his, or her, principal language.

169. The medium of the examination remains English?—Yes.

170. What is the advantage of taking one language as your main subject?—Well, simply, unfortunately, in our University we work for examinations; we are an examining University, and our object is to secure marks, and the only advantage is that you have a chance of getting a higher maximum. If you take English or Dutch as the main language the maximum is 300 marks. But if you take Dutch or English the maximum would be 225.

171. But as regards selection of the main subject Dutch and English are on an equal footing?—Yes.

172. What is the position in the School Higher?—The two subjects have the same number of marks, 300, but English is compulsory and Dutch is optional. It is placed on a footing of equality with Kafir, Sesuto, History, German, and French.

173. So the principle of equality is less in the School Higher than in the School Elementary?—Yes, everybody has to take English, to which I do not object, but a fairly large number of candidates take Dutch.

174. What is the position at matriculation?—Practically the same, but the number of marks is less, 200 being given for Dutch and 300 for English. There Dutch is put on a footing of equality with foreign languages like German and French.

175. So there is a regular falling off. In the Elementary you can choose your main subject, and

that subject has the majority of marks. In the School Higher English is compulsory and Dutch is not, and at Matriculation Dutch is accorded 100 marks less than English?—Yes, but as soon as the new regulations come into force Dutch will receive recognition. It will not be until 1909; we legislate in advance, and the marks will be 300 and 400. Prof. W. J. Viljoen— July 10, 1906.

176. What is the position in the Intermediate?—I am the examiner and a member of the University Council, and Dutch is improving. I do not think that there is any opposition to the language in the Council. It simply means talking the thing over in the Council, and gradually you find the Council redressing things. Recently 72 per cent. of the candidates selected Dutch as their optional language.

177. What is the position at the Intermediate examinations?—Practically the same. Dutch is an optional subject there altogether, and the marks are not even counted to your aggregate in deciding whether you shall pass or not. It may help you to get from the 3rd to the 2nd or the 2nd to the 1st classes.

178. Do you think that satisfactory?—No, I do not think it quite fair. I spoke to one of my colleagues, Professor Morrison, about it, and he has, I believe, given notice to the effect that we should have another subject as compulsory. If that had been done last year 40 of our candidates who failed would have passed.

179. Now, what is the position with the B.A.?—The position has improved remarkably.

180. Improved?—Yes, very much ever since the regulations have been altered. The condition is that although Dutch is not compulsory, practically everyone takes it, or they may take French or German. It is on a footing of equality with those languages. There are only three compulsory subjects, Latin, Greek, and Philosophy.

181. That is the literary side?—Yes.

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182. So English is not a compulsory subject?—No, and that is not a satisfactory state of things. I should look upon the two languages, English certainly, as being compulsory subjects. The only outcome is that candidates may select two subjects from the optional list, and last year, when this change was introduced, I spoke in the University Council that it would be quite possible to imagine a college where more students would drop English at a stage when they were getting to know English literature. Shakespeare is one of the authors of which they have to read at least six plays, and I found it a great pity to think that a young man should be allowed to write B.A. after his name without having studied English literature. It actually happened that at Stellenbosch every student took Dutch, whilst three dropped English and took History. I asked one the reason why, and he said that the medium language was English, therefore one would have to have a practical knowledge of that language in order to pass the examination, and Dutch was not the medium, and therefore he would be allowed to get through his B.A. degree without having read any Dutch literature. He was qualifying for the Church, and pointed out that all the books on History were in English, so his knowledge did not suffer. This is a great pity, and we shall try to have this grievance removed.

183. Do you think that there is a general desire for the up-keeping of the Dutch language in Cape Colony?—Oh, yes.

184. Do you think that that feeling is growing or waning?—Oh, no, it is very much increasing.

185. And your experience at Stellenbosch is that the Dutch classes are popular?—Yes, and it has been an exception to find the students, English or Dutch speaking, not taking Dutch. Some of my boy students have names like Powell and Murray, and they take Dutch.

186. What do you find in students coming from other centres: is the knowledge of the Dutch

language in our schools increasing or not?—It depends upon the centre. If I get a student from French Hoek, or Paarl, or Wellington, or Worcester, I know that he knows Dutch sufficiently for my purposes, but, of course, if you get a boy from a smaller centre, even Dutch-speaking (I would not say that everybody who came from Middelburg, where Mr. de Waal comes from, Hanover, or Richmond knows Dutch), he often is not so conversant with the language as the boys from the large centres I mentioned. As far as the Eastern Province is concerned, a great deal more is being done in Dutch, and principals of schools have asked me to send my best pupils to them as teachers. In King William's Town the man who took second in Honours in last year's B.A. is now teaching Dutch, and he has stated in a letter to me that he has experienced fair treatment as far as his subject is concerned.

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187. So you find that there is progress?—Oh, yes.

188. And there is just the matter of encouragement and sympathy needed to remove the present grievances?—Yes. In correcting papers last year I had occasion to tell my wife, who sat with me in my study, that when I entered for Matriculation I felt sure that I could not write Dutch as well as some of the candidates whose papers I was examining. The papers are open for inspection, and records are kept.

189. What would be your idea about Dutch in the public service?—It is a matter of perfect indifference to me whether an official is Dutch or English, but if I go as a Dutch-speaking British subject to a public servant and I address him in Dutch, I would at least expect him to reply in Dutch, or if he could not do it, someone should be at his side in order to attend to me as a Dutch-speaking subject.

190. Do you think that a knowledge of Dutch and English is an advantage or simply a convenience?—As far as the Dutch-speaking subject is concerned, it is, of course, a necessity and a great ad-

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vantage for him to know English. I speak for the Dutch people, and say that we look upon English as the international language. As far as the English-speaking British subject is concerned, I think it would be a great advantage for him to know the language of so many of his fellow-subjects, so that he can converse freely with them and write in Dutch to them, and so remove, or help to remove, many of the differences that exist.

191. So that for the public service you would hold up as an ideal bi-lingualism?—Yes, but I would say that such would not be necessary in Cape Town, Port Elizabeth, and Graham's Town, but there should be people in those post offices and other public offices able to deal with a Dutch-speaking person. So far as Paarl and Stellenbosch are concerned, a knowledge of Dutch should be a *sine qua non*.

192. Have you found mistakes happening in the post-offices?—Yes, at one time they were quite proverbial.

193. Can you give any instances?—I did not bring any documents with me to that effect, but I will give you one instance, and that happened at Stellenbosch. A gentleman wrote to a young lady in Dutch, and he put "Alhier," which means "Local," on the envelope. The letter passed through the post-office and an official wrote on it "Try Algiers." The writer of the letter was depending upon the reply of the young lady, and as the days and weeks passed he grew anxious about the matter. Summoning up courage to address the lady on the point, he was told that she had never received the letter. He was astounded, but subsequently the letter was recovered, and on the envelope, in French, was written "Not known in Algiers."

194. *The Colonial Secretary.*] Is that true?—Yes, it is quite true.

195. *Chairman.*] Well, things of this kind are annoying to the public?—Yes, certainly.

196. And you would say that in public departments bi-lingualism would be ideal?—Yes.

197. *Mr. de Waal.*] In Belgium the conditions are identical to the conditions here—in fact, more so than in any other country that you have been to?—Yes.

198. In Belgium you find that the majority of people are Flemish?—Yes, in a good many provinces.

199. Well, if you took Belgium's population to be 5,000,000, about 3½ to 4 millions are Flemish?—Yes.

200. You find there that the better class people generally speak French?—In the towns like Brussels, but not in Antwerp.

201. In Antwerp they speak Dutch?—Yes.

202. But the man on the soil speaks Flemish throughout?—Yes.

203. You say that in the lower schools the medium is Flemish?—Yes.

204. Now, is not that one of the reasons why in Belgium they are able to get in their Civil Service people who speak both languages?—Undoubtedly.

205. In the lower schools they learn their own language and in the higher schools French, and consequently you eventually get a Civil Service like they have?—Yes.

206. Now, as an educationist, is a man not a better man if he speaks two languages instead of one, or three languages instead of two? Doesn't it broaden his intellect?—Yes.

207. Consequently there would be no hardship to the English boy if he learned Dutch?—No, I think it would be a great advantage to him to have the opportunity of learning it.

208. And if he went into the service of his country the country would benefit?—Yes, the man and the country would benefit.

209. Do you know the conditions that prevail in Canada?—Not intimately. I have tried my level best to get information from there.

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210. Now, in the countries you have spoken of you say that a knowledge of both languages is indispensable?—Yes.

211. Are you aware if in Canada it is a subject of promotion?—Oh, yes.

212. And if a man went into a line of business where the knowledge of an additional language was promotion for him it would be almost cruel to keep him back from learning that language?—Certainly.

213. You say that French and German are put on a par with Dutch in the highest examinations?—Yes.

214. Are French and German very useful to a man in this country, practically?—No, not practically, and the majority of candidates simply take one or the other because they do not know Dutch.

215. Your opinion is that Dutch should be a little more than a foreign language in this country?—Yes.

216. Should not something be done in the University Council to give more marks for Dutch than French or German, seeing that it is so much more useful?—As I was pointing out, we are moving forward as regards the Dutch language in the University Council. Practically everybody takes Dutch, with the exception of a very few candidates. Very few skip Dutch.

217. Don't you think that Dutch in the Intermediate should count in the aggregate?—Quite so. Naturally our Dutch-speaking candidates are handicapped there.

218. And is it not an inducement for Dutch boys to let Dutch go by for that examination?—Yes, it has led to it.

219. We got in the evidence of the Rev. Mr. Malan that he suggests in lower schools the teacher should be able to instruct in given subjects and use English and Dutch at the same time, speaking to the Dutch child in Dutch, explaining in the Dutch language, and elucidating knotty points in English

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for the English children. What do you think of that system?—I do not think that the two languages should be used like that. At every lesson I would say that the teacher should speak to the children in Dutch for half an hour, and at the end should say, "Well children, we will now repeat the same lesson in English." Or *vice versa.* That would mean teaching both languages, and would give the children the opportunity of getting knowledge in a direct way.

220. In what schools would you propose to do that. Say in schools where there were practically no Dutch children, would you adopt that system there?—No, I would not insist on it there, but only where the races were fairly divided.

221. Now in schools of that kind you would find that the English boy might have some knowledge of Dutch?—Certainly.

222. So he would not lose time?—No.

223. But it would be a hardship if 58 English boys at East London had to listen to Dutch for the benefit of two Dutch boys in the class?—Yes, I would not introduce the system there unless the majority of the parents wanted their children instructed in Dutch.

224. Would there be time for them to acquire Dutch?—As a teacher of languages very little time is needed to acquire a language if the person wants to learn it.

225. In Holland you have a large number of dialects. If you go to Groningen you will find that the man there is hardly able to understand the man from the South?—Yes, that is so.

226. And in every country you have found people speaking a grammatical form of language and some who do not?—Yes.

227. And so you meet people in this country speaking a vile Dutch, just the same as some people speak a vile English?—When I use the words "vile Dutch" I mean the jargon spoken by those persons who use a little of Dutch and a little of English.

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228. Now just as you would teach a higher form of French so you would teach a higher form of Dutch?—Yes.

229. It is not intended that a patois should be taught in our schools?—No, not in the least.

230. So that by giving more facilities to the Dutch language we would, to a very large extent, counteract the tendency to speak Dutch badly, and we would enable it to be written better?—Undoubtedly.

231. It would be very desirable from an educational point of view?—Yes.

232. Now you must have noticed in this country that there are a very large number of people who speak Dutch. Old people; and are you aware that it is a grievance to these people, who were born here, that when they come into contact with the State they cannot be understood or answered?—Yes.

233. They are too old to learn English?—Yes.

234. Has it come to your knowledge that they often go to public servants for railway tickets or letters, and are met by State employés who are unable to answer them, and interpreters have to be requisitioned?—Yes, I have known of cases of Dutch people missing trains through State officials not knowing the Dutch language. I know of a Dutch lady who missed her train from Worcester to the Midlands through that reason. She simply could not make herself understood, and she was a perfect lady.

235. Do you think that in other departments where the public may come into contact with the State that there should be someone who speaks Dutch?—Yes, and I think all notices which emanate from our Government, whether exhibited in official departments or in railway carriages, should be in the two languages.

236. So if a Government document is sent to a Dutchman who does not understand English that Dutchman has to take it to be translated?—Yes, and printing notices in one language only embar-

rasses Civil Servants, because Dutch-speaking people have to ask the Civil Servants what the notice means, and so those servants, if able, have to continue translating English into Dutch for the benefit of the non-English speaking British subjects, and so time is taken up that should be devoted to other things. Prof. W. J. Viljoen. July 10, 1906.

237. With regard to the police, is it useful for the farmer to have to speak to the policeman in a language that the latter does not know, because the farmer can speak Dutch only and the policeman English only?—No.

238. And what are the chances likely to be?—That the policeman will unintentionally rub the farmer the wrong way.

239. In fact such a policeman is really useless?—Yes.

240. Do you think that policemen should have a knowledge of both languages?—Yes.

241. *Mr. Vosloo.*] With regard to the time that is devoted to the teaching of Dutch in the first, second and third class schools up to the elementary, per week?—I am not in a position to speak for the lower schools. As you are aware, I am connected with the higher education of the country. The time would fluctuate very much, and would depend very much upon the whim of the teacher, but I do not think that the Department would obstruct.

242. In most cases then you do not know how many hours per week are devoted to the Dutch language?—I cannot say for certain.

243. You cannot say whether teachers are allowed to take more than an hour for it?—No.

244. I infer that you entirely disapprove of teaching one language in another. You believe that when teaching Dutch, Dutch should be used as a medium of instruction?—Yes, and English *vice versa*. I find it necessary to do so in higher education. I have a young men's class before me, and there may be an English student among them. When I explain a word I always give the synonym

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of the word in Dutch, and for the benefit of those who sit with me I find it good to give them the English equivalent.

245. Now that is in the higher classes, where students should know both languages. I refer to the lower classes?—The approved method is the Berlitz method; that is using the language as the medium.

246. Has it not come to your knowledge that there are many cases in up-country schools where Dutch is taught in English?—Yes, I know of a good many cases. I know of a case where the class was asked to spell Dutch words in English, for instance, "roeken" as "rooken."

247. What is the cause of that. Is it a case of the teacher not knowing the language sufficiently? —Yes, of the teacher in question, certainly.

248. Now with regard to the other question which I asked the Rev. Mr. Malan. If you have a staff of six or eight teachers, and one is supposed to be the Dutch teacher, do you find that he takes the Dutch in all the classes, or does he take one class only, talking Dutch to that class, and is the teaching of the other classes left to be taught by other teachers who give it in English?—Both things are possible, but in the good schools, like those in the Western Province (I do not know much about the Eastern Province), you certainly have a Dutch master talking in Dutch to his class, but the system now preferred is that a teacher must be responsible for his class in all subjects. That makes it expedient to have men who know both languages.

249. So if a school has a Dutch teacher, that teacher will take his class only. That class will be taught Dutch well, and in the other classes Dutch will be neglected?—In the better schools you will find three or four men who speak Dutch well, especially in the higher schools.

250. I spoke of the lower schools?—Even there things are improving, and the evil will be easily remedied by getting teachers that know Dutch well.

If you wish to have a Dutch teacher on the staff you can get a fully qualified man. Prof. W. J. Viljoen. July 10, 1906.

251. *Mr. Blaine.*] Would you make a knowledge of the Dutch language compulsory in the Civil Service examinations?—I would not make it compulsory for every servant, but I would make it compulsory as a subject for examination. I can imagine cases where a Civil Servant would not require to know Dutch, but when he is liable to be sent to Dutch-speaking districts he should know Dutch.

252. Would you train a separate staff for those districts?—Well, I think that those districts would be in the majority.

253. Would the Dutch of literature be of much service to the policeman going round the farms?—I would not insist upon him knowing high Dutch, but if he could read it as written by the majority of our leading Dutch newspapers it would be an advantage to him.

254. You say that you find very few skip the Dutch languages in your University examinations?—The percentage last year was 28; 72 per cent. of those who sat took Dutch.

255. So really you would apply to the Civil Service what you would apply to the teachers?—Yes, up to a certain standard.

256. *Colonial Secretary.*] You spoke about Canada, and I am reading from the report of the Board of the Civil Service Examiners, 1904, and I find there that the examinations will be open to all persons who have complied with the requirements of the Civil Service Act, and during their examination work they will be allowed to use either English or the French language, but in supplementary subjects it can be French into English or English into French?—I take it for granted that the second language is known too. Do you mean to infer that it is quite possible to have a French Canadian who does not know English?

257. No, the examinations are set in English, but the candidate can reply in either language. Would

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you like to see that in this country?—Yes, in a way, but it naturally follows that our Dutch boys are being handicapped, although we try to do our best for them. The idiom is the great thing, and a Dutch boy cannot know English idioms as well as an English boy of the same age.

258. Do you approve of the system?—We would not expect as much as is given there at present. It is beyond our expectations, and if we could get it I can assure you that it would be appreciated. But we would not aim as high.

259. And would you be satisfied with the Canadian system?—Yes, if a Dutch-speaking subject could answer questions in the Dutch language.

260. Now, with regard to the police, you know that there is a difficulty in getting young farmers to join the C.M.P.?—Yes, I know there was formerly a difficulty, but times have changed.

261. The Dutch-speaking policemen now number 50 per cent., an increase of 30 per cent. as compared with a few years ago, but still there is a difficulty in getting Dutch-speaking policemen?—Yes, and it has also been argued that it is difficult to get Dutch-speaking inspectors.

262. Don't you think our system of offering monetary inducement to policemen to learn Dutch will benefit the country in the long run?—Yes.

263. Is there any difference between simplified Dutch and Leyden?—Of course you are all aware that all languages pass through certain periods. English has had different periods, and Dutch is just passing through a period of transition. What we have now is the most modern form of Dutch. The simplified form of Dutch would not debar a man from appreciating the literature of to-day or going back to the middle ages. It is a record of the changes in the language.

264. That Dutch you speak of, is that the Dutch used everywhere?—Yes, if a man spoke it as we teach it, then he would speak a better Dutch than those forms now used in Leyden. He would not

say "den" or use other similar forms. It is quite possible that he might use a colloquialism, but his language would be far better understood in Holland, and would be regarded as good Dutch. Prof. W. J. Viljoen. July 10, 1906.

265. So you look upon Afrikaansche as a dialect?—I do not look upon it as a literary language. It is simply a living form of the language, just the same as you find similar forms in England, Germany and other countries.

266. Is there any difficulty in obtaining teachers who know Dutch?—There's not exactly a scarcity. We have men, and especially women, well versed in the language. Many of our students leave college after the Intermediate knowing sufficient grammar and able to manipulate the language. The great mistake is that we have not got well-trained teachers in the subject.

267. There is a scarcity of qualified teachers?—Yes.

268. And the question of text books?—As far as the lower schools are concerned we are overwhelmed with them at present.

269. Has the Taal Bond put forward any text books?—No, as a body it has not issued any.

270. You have issued a book?—Yes, a reading book.

271. Up to what standard have they gone?—Up to the sixth standard. You find authors in Holland who have written up to the B.A. stage, and I am now reading a middle Holland book for the B.A.

272. You have had some experience, and have you found the Department to put difficulties in the way?—Personally I have found it most obliging and ready to assist me in every way. I once ventured to approach Dr. Muir on the question of the vacation course, and I said that Dutch should be included in it. He at once promised that it should be made one of the subjects of the curriculum, and now in the course Dutch is being taught. On more than one occasion I have approached him, and have found him ready to comply with my wishes.

273. He does not hamper teachers?—No.

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274. In the up country districts a number of children leave school after passing Standard IV.?—Yes, the majority.

275. But if Dutch is used as a medium, do you think that a boy would leave school ignorant of English?—No, English would not be neglected. The English boys would know Dutch far better, and consequently the children would know English far better than otherwise, and there would be no likelihood of them mixing up the two languages as at present, and I ascribe this mixing up to the two languages being taught as they are to-day. English is one of the main subjects in the curriculum, and naturally would certainly have as many teaching hours, and I am sure a child would speak better English if he were taught in that way.

276. *Mr. Krige.*] Since your connection with the educational system of the country can you say that there is any improvement as regards the Dutch language, both in the University and the Education Department?—Yes, I have noticed a decided improvement in the knowledge of Dutch by candidates.

277. There's no official restriction or attempt to keep the Dutch language back?—No, not wilfully. You may find people who do not avail themselves of the privilege.

278. You find that the official boards are sympathetic?—They have never obstructed.

279. There might be more sympathy?—I have always enjoyed sympathy. The University Council has always fallen in with my wishes, and I am satisfied as regards the teaching of my subject at my college.

280. You say that at places like Cape Town, Grahamstown or East London the officials in the Public Service should not necessarily know Dutch, but do not you think that if a man comes from the country, and cannot speak English, he would greatly appreciate if, in the public offices of the capital of his country, the officials there were able

to speak Dutch?—I do not think that you understood me. I would expect in every office one or more officials able to speak Dutch, and the notices should be printed in both languages of the country.

281. With regard to public notices, what is your experience of them. Which department is the greatest sinner?—Well, we will deal with the Postal Department, and there the notices are in one language. From my experience they use both languages in calling for tenders. In Belgium they have notices in both languages, and they have coinage and stamps in both languages.

282. Have you experienced that the notices in the railway carriages are principally, if not wholly, in English?—Exclusively in English. In waiting rooms I have seen notices, not twenty miles from Cape Town, issued in English and Kafir, and not a word of Dutch mentioned. Dutch was treated as a foreign language, which is a grievance.

283. *Mr. de Waal.*] Doctor, you are aware that some years back that in the Civil Service examination Dutch was compulsory?—Yes.

284. And this has been altered?—Yes.

285. Now the Colonial Secretary told you that in Canada a system prevailed by which the French boy was allowed to use his own language as a medium in writing his answers to his papers for the Civil Service; you did not know that?—No.

286. He then asked you if that would satisfy you as far as conditions were concerned in this country, and I think you answered "Yes"?—Yes.

287. Now I want to give you an opportunity of explaining?—I would be very pleased to know that the Department responsible for this particular examination would allow the candidate, if he is a Dutch-speaking subject, to answer his papers in his own language.

288. Would you consider it equivalent to give in exchange for what a large number of people claim, that is, that Dutch should be made compulsory?—No, the first thing affects the Dutch-speaking can-

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didate, who is expected to know English, and the only advantage would be that the Dutch-speaking candidate could use his own language, which would be a great advantage to him from the point of view of the Dutch-speaking subject. On the other hand, you would expect a competitive candidate to have equal opportunities when competing for a prize or certificate.

289. Would you be in favour of making Dutch compulsory, as it was before?—I would certainly be in favour of having it as a compulsory subject for the Civil Servants to be stationed in Dutch districts.

290. Then you would classify Civil Servants?—Yes.

291. You think a *via media* could be found by having two classes of Civil Servants, one speaking Dutch for certain parts of the country, and another class to be used in places where Dutch is not spoken. These latter could learn Dutch voluntarily?—Yes, if a Civil Servant was to be removed to a Dutch-speaking community he should be able to speak Dutch.

292. *Sir John Frost.*] Do you think that the whole Civil Service of this Colony should be worked on two sides of people, one compelled to learn Dutch and the other not?—I do not think it would be unfeasible. It is quite possible that a man might join the Civil Service from Europe, and I would not force Dutch upon him at once, and if he desired to be moved to a Dutch district it would be to his own interests and every one else's that he should learn Dutch.

293. Suppose there was no opening for him?—He could be stationed in town; a man who knows two languages deserves preference.

294. *Mr. C. J. Krige.*] The Colonial Secretary asked you if in Canada a candidate could give answers to questions in his own language. That infers that in the schools the two languages must be treated on absolute equality, and that the examining body ex-

amines in French or English?—Yes, and you would have two separate boards of examiners.

295. You have just said that you would not insist on all Civil Servants knowing the Dutch language. Is that so?—I would not insist upon all Civil Servants immediately upon entering the Service knowing Dutch.

296. But don't you think it would simplify matters if they all knew Dutch, so that they could be interchanged with other parts of the country?—Yes.

297. And don't you think that Colonial-born men should be given preference by the bi-lingual test being insisted upon?—Yes.

298. So that you think that there are great advantages in insisting on the bi-lingual test?—It would be an ideal thing in a bi-lingual country.

299. And the departure from that ideal would be naturally detrimental?—Yes.

300. *The Colonial Secretary.*] Would it not be a great disadvantage to the boy born in East London, where Dutch is practically a foreign language, to have to pass an examination in which Dutch is a compulsory subject. Would it not be unfair?—Yes, it would keep him out of the Service for a year or two, until he saw the necessity that, in order to be a useful servant, he would have to know both languages.

301. That is supposing he had an opportunity of learning Dutch. You have said there is a scarcity of teachers?—Yes, through no fault of the men themselves.

302. So then the opportunities are scarce?—Things are improving. At King William's Town we have a good Dutch teacher, and the man who has a love for the subject after a couple of years would be able to enter the Civil Service.

303. To make Dutch compulsory now would be a hardship?—I would not insist upon every official or individual servant knowing Dutch, but those moved to Dutch towns would have to speak Dutch.

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304. *Mr. Vosloo.*] The old Dutch examination which Civil Servants were required to pass, how long would it take a child to learn it?—If you wish to re-institute that examination you had better leave it out. It was not an examination.

305. How long would it take a child to learn it, an ordinary child?—Taking two or three hours a week, private lessons, he would learn it in a year.

306. Say I went into an office where a man with that qualification sits, and I want to pay rates, he could help me if I spoke Dutch?—I cannot say, the work would be routine work, and naturally he would know what you are going to do, and he would be able to serve you.

307. *Chairman.*] In the bi-lingual test would you make the same regulations for the Dutch-speaking subject as the English-speaking one, and treat them exactly the same?—In answering that question I must refer to the question put by the Colonial Secretary. I never thought that there would be any possibility of allowing Dutch as a medium. I thought you wanted to institute Dutch as a subject.

308. The medium for the examination is English, and if you insist upon Dutch as one of the subjects, then you apply the bi-lingual test. Are you in favour of that, that is to say, a Dutch boy must know English and the English boy must know Dutch?—I would say that it is quite possible that you might have a very deserving man coming from England anxious to join the Service, well I would not insist upon him passing an examination in Dutch, but I would make it compulsory before he could gain promotion.

309. Have you had any experience as regards the inspection of schools?—Well, I noticed that this subject was before Parliament a little while ago, and I was struck to see that a large number of inspectors spoke Dutch. I met one who spoke in Dutch, and he expressed a desire to me to know Dutch as well as possible. He had presented himself for the Taal Bond examination, and had failed,

but he was going on again, and I told him I would be very glad if all inspectors would try to do as he was doing. That gentleman, I am sure, in time will know Dutch. He likes the language and he is capable of learning it. But I know of a case where an English-speaking inspector asked the boys to decline in all genders and numbers "a very good man." That was simply preposterous. Prof. W. J. Viljoen. July 10, 1906.

310. You think that the Department should insist on all inspectors knowing Dutch, and that they should have a competent knowledge of the language and be able to examine in it?—Well, I put it in this way, that those inspectors who travel through Dutch towns and districts should certainly know Dutch well, otherwise the examination in that language will be a farce. Imagine a man examining your child in Latin and not knowing the principles of Latin.

Monday, 16th July, 1906.

PRESENT.

Mr. MALAN (Chairman.)

The Colonial Secretary.	Mr. Vosloo.
Mr. de Waal.	Sir John Frost.

Mrs. Elizabeth Rachel Johanna Roos, examined.

311. *Chairman.*] You are the wife of the Rev. J. Roos, of Sea Point?—Yes Mrs. E. R. J. Roos. July 16, 1906.

312. And you are the President of the Central Committee of the Afrikander Christian Women's Association?—Yes.

313. When was that Association started?—In September, 1904.

314. How many branches have you?—37 in all.

315. Are these branches confined to one particular section of the Cape Colony or are they scattered

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all over the country?—All over the country more or less; we have some in the Eastern Province and some in the Western Province.

316. And you have an annual congress of the delegates of the different branches?—Yes.

317. Your last congress was held when and where?—At Cradock on the 4th, 5th and 6th April, 1906.

318. I understand that at that congress a resolution was passed in connection with the Dutch language?—Yes.

319. Will you give us the substance of that resolution?—It is the same as that contained in the petition.

320. The resolution was passed and in consequence of that resolution a petition was presented to Parliament?—Yes.

321. I see you ask in this petition (1) that in all University and other examinations in this Colony where English is compulsory, Dutch should also be compulsory: (2) that in all examinations the same number of marks should be apportioned to Dutch as to English; (3) that the history of South Africa should be taught to Dutch children in the Dutch language; (4) that inspectors of schools in this Colony should be able to inspect both in Dutch and in English?—Yes.

322. And this petition was signed by the members of the different branches?—Not by all the branches, because the time was too short to enable us to get them all to sign.

323. There is also a petition from the Central Committee of the Afrikander Bond, and also another one signed by how many?—By over 2,300.

324. Is there a strong feeling on this subject amongst the members of the different branches of your Association?—Yes, a very strong feeling.

325. Can you give us the reasons why you think that more rights should be given to the Dutch language?—Because we think that as children of the soil we should have the same privileges as the

English have in regard to our language, and that the Dutch and the English should be on the same footing.

326. And that we should legally and officially recognize that the Cape Colony is a bi-lingual country?—Yes.

327. With Dutch and English exactly on the same footing?—Yes.

328. Do you find that that is not the case at present?—Yes.

329. In what respect do you find that it is not so?—I will mention one thing, for instance. It was decided in the Civil Service Examinations that if a candidate only knew a little Cape Dutch that that was sufficient, but, on the other hand, they would not be satisfied if the candidates only knew a little English, and, we say, of course, that the Cape Dutch is not the Dutch Language.

330. Do you think that Cape Dutch is merely a dialect of the Dutch language, and that the standard for examination should be higher?—Yes, certainly: I think that if any educated Afrikander should go to the Magistrate of a district, or any other civil servant and be spoken to in Cape Dutch he would consider it an insult.

331. What are your views on the teaching of South African history in the schools?—We would like our children to grow up with respect for their forefathers and their history, and they cannot do that unless they know the history of our Colony well, and that is not taught at present properly, because the children not learning it in their own language know very little about it.

332. What you insist on is, that Dutch shall be the medium of education in all our Dutch schools?—Not in all our schools, but certainly in schools where children can only be taught for a little time, because I think that it is impossible to teach them properly in both languages. Therefore, I think it would be best that the Afrikander children should be able to read Dutch properly rather than a little

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of both languages, because our church is Dutch and the service is conducted in Dutch, and they read their Bibles in Dutch.

333. And you think that even if Dutch is not the medium in the school the subject of the history of South Africa should certainly be taught in Dutch?—Yes, I think so, and they would then take a greater interest in it.

334. In what language would you like religion to be taught in the schools?—It would be best to have it in Dutch for the Dutch children, and in English for the English children.

335. That is to say you would employ the language of the Church to which the child belonged?—Yes.

336. You also refer in your petition to the inspection of schools. Have you anything to state on that point?—Where inspectors only inspect in English, there is no encouragement whatever for the children to learn the Dutch language. We know that the only consideration which the teachers trouble about is to pass the children into a higher standard, and you never see in any of the standards that Dutch is taken into consideration, so that if the child is ever so well up in that language it does not count in the slightest in raising him a step to the higher standard. If he is not well up in geography, etc., he fails.

337. You think it is not fair that Dutch is not taken into consideration?—It is not fair at all, either to the children or to the teacher, because the teacher feels that the time spent on the language is lost at the inspection; and in most cases the inspectors do not understand Dutch at all—they cannot inspect in Dutch.

338. I see you say in your petition that you want the children to learn the English as well as the Dutch language. I take it you are not against the English language?—No; we should never consider that a child was properly educated unless he spoke both English and Dutch, and unless he spoke English as well as the English children do.

339. You are in favour of the Dutch children learning the English language, too?—Yes, of course, where it can be done; that is to say in small schools like, for instance, Namaqualand and places where, perhaps, they only go to school for one or two years, I think it is waste of time for them to learn the English language, for they do not learn sufficient to make good use of it; whereas if the time was spent in improving their knowledge of their own language, they would be able to do some good with it. But in second class schools English should certainly be taken, and wherever it can be done we certainly would advocate it. Mrs. E. R. J. Roos. July 16, 1906.

340. Your reason for insisting upon more attention being given to the Dutch language is not for the purpose of minimizing the interest in the English language?—No, certainly not.

341. *The Colonial Secretary.*] Do you know there is another country where there are two languages—I mean in Canada, where both English and French are used? Are you acquainted with the system hat prevails there?—No, I am not.

342. Because the system practically is this: It is a bi-lingual country, and both languages are recognized; and in an examination like the Civil Service, for example, the child can use either English or French in giving replies to examination papers. Would you think it satisfactory to have a system giving the optional use of either language in this connection, and would not that be equally as efficient as to have the compulsory use of both languages?—You mean in University examinations?

343. Yes, only?—Well, if the question were put in both English and Dutch, side by side, and the student could answer in either language, I think that would be satisfactory.

344. That would satisfy you?—Yes, I think so at present; but, of course, you would have to make it more used in the schools, because, at pre-

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sent. as the medium in the subject would probably be the English language, and the candidate has been accustomed always to reply in English, he would not quite understand that he could either answer in English or Dutch.

345. *Mr. de Waal.*] The Colonial Secretary has asked you whether, in case the candidate were allowed to answer his questions in the language in which he feels himself most competent, that would satisfy you? I take it he means whether that would take away all your grievances, but that would not be the case?—It would not take away all our grievances.

346. That would be a very small concession?—Yes.

347. You have been teacher?—Yes, for a little while.

348. You taught very young children?—Yes; I taught them up to the 4th standard

349. A very large number of children connected with the farming community leave, I suppose, after the 4th standard?—Yes; sometimes they do go above that, but I suppose they would leave about that time on the farm schools.

350. I am speaking only of Dutch children, of course, and for them to reach the 4th standard would only be a matter of a year or two, I suppose?—Yes; it would be about three or four years before they got to the 4th standard.

351. If these children were taught through the medium of Dutch, being so used to that language, do you think at the expiration of that time that they would be in a higher position educationally?—You mean if they only learnt Dutch?

352. No, if Dutch had been the medium through which they were taught. If, instead of learning what to them would be a foreign language, they had learnt through the medium of their own language, do you think they would have progressed more rapidly. My point is if Dutch were used for very young children, they would advance

more rapidly?—Yes, I think that is so, because the time spent in making things clear to them in one language could be more profitably used if they were taught in Dutch.

353. Is it not a fact that the young Dutch children have a set back by having to learn the English language?—Yes.

354. Would this apply to the higher standards?—No. After a certain standard, when they have begun to learn the English language, they soon hold their place with the English in that respect.

355. So that you do not think there is the necessity in the higher branches that there is in the lower?—No.

356. Now, another complaint is that in the higher branches Dutch does not count?—Yes, that is so. I do not think it counts in any of the higher branches.

357. Now, do not you consider that the Dutch child who knows the language is very much handicapped by that?—That is why they always give a preference to English, because it is higher in the curriculum than Dutch.

358. And for that reason do you think they are inclined to discontinue learning Dutch?—Yes.

359. Have you known of any case where it was discontinued on that account?—No, I cannot say.

360. Now, if the inspectors understood the Dutch language thoroughly, do you think the teachers would then become more sympathetic towards it?—Yes, I think they would, and it would be an advantage to the inspectors, because they would then gain the confidence of the younger children at once.

361. I suppose you are aware that at one time the Dutch language in the Civil Service was compulsory?—Yes, and we were very grieved when it was done away with.

362. Do you know the reason of that?—I never questioned it; but we certainly took it as a grievance.

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363. And if it were brought to the same position as formerly you would be perfectly satisfied ?—Yes, I think the Afrikander people would be perfectly satisfied at that.

364. Your petitions have been signed by several thousands of women all over the country ?—Yes.

365. Do all those ladies speak English ?—Most of them do.

366. But there are some who do not ?—That is so.

367. Especially the older ones ?—Yes, many of them would not understand an English conversation.

368. Now if these people came into contact with English servants on the Railway, at the Post Offices, and such places, they would be at a disadvantage ?—Yes, I think they would be.

369. Have you ever heard of complaints in that way ?—Yes, in fact, I have experienced the same thing myself ; I have to carry on most of my correspondence in Dutch and in several cases letters have been addressed to me marked "Zee Punt." In these cases "Zee Punt" has been scratched out and over it in red ink has been put "try Sea Point." Now if Sea Point had been many miles from Cape Town and only a small place, one could understand it, but it seems hardly possible to imagine anyone in Cape Town not knowing that "Zee Punt" is Sea Point.

370. You ladies have a sentimental grievance and you feel that you are justified in it ?—Yes, I think it is so ; we Dutch women feel that we should have the same privileges as the English.

370A. And that sentimental feeling is shared by a very large number ?—Yes, because our Church is Dutch, we worship in Dutch and we correspond in Dutch and we feel that Dutch should have the same privileges.

371. In addition to your sentimental grievance you also have a practical one ?—Yes.

372. And you say that there are a number of people who do not speak English and to whom it is certainly a grievance that they cannot speak in their own language, and in their own country to the servants of the State?—Yes. Mrs. E. R. J. Roos. July 16, 1906.

373. I understood you to say that as regards the medium in which the examination for the Civil Service are to be taken that that should be optional?—Yes, the medium should be optional.

374. At present the medium, of course, is English? —Yes.

375. And you think it would be advisable, and would give great satisfaction if it were made optional?—Yes.

376. But as regards the Dutch language, as a subject at those examinations, you would like to see it compulsory?—Yes, certainly.

377. In just the same way as it was formerly?— Yes. You see when I go to a shop and am spoken to in Cape Dutch then I an satisfied, but if I go to an office, such as the Magistrate's Office, and the clerk there, who is a civil servant, is unable to speak to me in good Dutch, then I cannot possibly be satisfied.

378. *Chairman.*] Is there any other subject that you would like to bring to the notice of the Committee?—I cannot think of anything just now; of course I expected only to be put questions, and to have to answer them.

Mrs. Magdalena Schonken, examined

379. *Chairman.*] You live at Stellenbosch?—Yes. Mrs. M. Schonken. July 16, 1906.

380. And you are the Secretary of the Central Committee of the Afrikander Christian Women's Association?—Yes.

381. How long have you been in that position? —Two years.

382. Do you find that the interest in the Dutch language is on the increase or the decrease?—I should say through the medium of the Afrikander Christian Women's Association it is on the increase, as far as it goes.

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383. And you are, through your branches, in touch with everything that is going on in the country?—Yes.

384. Is there a strong feeling as to the desire for the proper teaching and recognition of the Dutch language?—Yes, in some centres. In the Western Province I should say it not as strong as it is in the Eastern, but it is increasing and they feel more and more that we must have the right to use our own language and to have it in our religious services, in school and elsewhere, and to have more rights altogether for our language, which has been so sadly neglected for some time past.

385. It is sometimes said that parents speak about the Dutch language, but do not practice it. Now you have a son?—I have two sons.

386. Have they studied at all?—They are in Europe at the present time. They have been as far as the B.A. One is in Amsterdam, the other in Leipzig.

387. What is the one in Amsterdam studying?—He is studying medicine there.

388. And the one at Leipzig?—He is studying to be a professor of modern languages. He has also been to Amsterdam for three years, as well as in Florence.

389. As far as your sons are concerned they practice what they preach?—One of them was not quite up to the mark, but I sent him to Amsterdam and got him fixed up.

390. Do you think that the subjects of religion and South African history should be taught to the children in their mother tongue?—Most certainly. There is not another nation, I consider, that have ever conducted their religious services or learnt their history in a foreign tongue, and they would certainly ask if it were so that they should be taught in their own language.

391. When you say a foreign tongue you mean foreign to the children?—Yes.

392. And it is not because you are against the English language that you take up this attitude?—No, of course not; and as a proof of that I may mention that one of my children passed his examination and came out third on the list, and he would not have done that if he had not been well up in English, because Dutch is not taken into consideration at all. I am quite in favour of their studying English as much as possible, but not to the extent of having to give up their own language for it.

393. And do you think that the knowledge of the language and the respect which a child will have for the language of his mother tongue will have a good effect on the character of that child?—Yes certainly, and if the child has disrespect for his mother tongue then eventually he will disrespect his own family. Then with regard to the language in the school, there again he should use his mother tongue. For instance, the little ones begin with Kindergarten, and it is of very little benefit to them. The teacher is English and they are only taught in English, and they do not understand it. They cannot understand the teacher and the teacher cannot understand them, and then it often happens as a result they are called "blockheads," while the actual reason is that they cannot understand a foreign language. It is natural to teach a child in his own mother tongue, at all events until he has got to a certain stage of knowledge in the language, and then when he has gone to a certain standard, that is the time for him to take a foreign language. The experience of teachers who have been long in the teaching profession is that if you take a child as far as Standard Three in his mother tongue, and then take the foreign language he will learn much better and much faster than if you take the foreign language from the beginning. It is impossible to be successful by teaching a child in a foreign language from the beginning because it is unnatural.

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394. So that you feel that the interests of your children being educated is in the direction of teaching them in the language of their mother tongue, and that is teaching them in the proper way ?—Yes, that is so.

395. And that they lose in character and in self-respect if that is not done ?—They are made worse men and women instead of better, and that is the reason that I fail to see why we cannot have equal rights in that respect ; it will not make us worse subjects, it will make us better. We can then say that we are enjoying the rights we are entitled to and our children, when we have got those rights, will be taught in what way we got them and they will make better subjects because they will learn to know that the English did not say they would give us a thing and then did not give it us. For instance, we get now the liberty of having our children educated in Dutch as far as the Third Standard. What is the consequence : We get inspectors who do not understand Dutch. I know of three Inspectors that do not know Dutch at all, one of them has picked up a very little Dutch and he went to one of the farm schools and tried to speak Dutch there, with the result that the farmer said, "Tell the man to speak in his own language, I shall understand him better." It is not right that we should have inspectors examining in Dutch who do not speak it at all, and we feel it is a grievance. We feel we have not got the liberty to take our Dutch in the school as we ought to do, and if we get this given us it will give us more confidence in our English friends, and we shall then all work for the good of our country, but while things are done as they are at present it is impossible.

396. Do you think that a recognition of the rights of both languages equally would do great good towards reaching a better understanding between the two races in South Africa ?—Yes, much better than it is doing now.

397. And it will really tend to the welfare of South Africa generally ?—Yes.

398. *The Colonial Secretary.*] Do you know whether there is a scarcity of teachers in the schools of the Colony who are able to teach in Dutch ?—No, I think if they are looked for they can be found, that is if they get the same salaries as the English teachers. They can be found, but under present conditions many of them give up their positions because they feel they cannot get on in them.

399. You do not think there is a scarcity ?—There may be a scarcity at present, but if Dutch is recognized there will soon be more Dutch teachers.

400. *Mr. de Waal.*] In the higher classes, would you be satisfied if Dutch counted in the aggregate, or would you insist on the teaching being compulsory ?—I do not know. For the present I might be satisfied, but on the whole I think it ought to be compulsory in some of the examinations rather than such subjects as Latin.

401. In the intermediate B.A. it does not count in the aggregate ?—I think if Dutch is taken instead of Latin it will be much better.

402. Assuming now that you cannot get the University Council to agree to make it compulsory, do not you think it would be a step in the right direction to get it counted in the aggregate ?—Yes.

403. Now you know in the Civil Service formerly that Dutch was compulsory ?—Yes.

404. Do you know whether that worked well and gave satisfaction to the people ?—Yes, certainly.

405. Now that right having been taken away created a great deal of dissatisfaction amongst the people ?—Yes, it did.

406. On what grounds ?—Because, for example, the people belonging to the Dutch Reformed Church average 54 per cent., whilst those of the English congregation only average 23 per cent., and the greater part of those Dutch people do not

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understand the English language, so that when they come into contact with a Civil Service Department they are at a great disadvantage owing to Dutch not being compulsory.

407. You hold that the majority of the people of this Colony are Dutch ?—Yes.

408. The majority being Dutch there are amongst them a lot of people who do not understand English ?—That is so.

409. These people come into contact with the Civil Service up country ?—Yes.

410. Outside the large towns ?—Yes.

411. Therefore, you think that the Civil Servants who come into contact with these people should be able to speak the Dutch language ?—Yes, certainly. It is said that the Civil Servants do not find the Dutch of much use to them in many districts; but on the other hand we could just as well say that we do not find in many of our districts a great need for the English language, because the people do not understand it.

412. This applies equally well in the Post Office, on the Railways and in other places outside the Civil Service ?—Yes, we feel that the Dutch people who do not understand the English language are at a considerable disadvantage, especially in regard to the Railway Department.

413. Then you would be satisfied if the Government servants who have to deal with those sections of the country where both languages are spoken, are able to speak both languages ?—Yes, or else where Dutch is only required, to be able to speak Dutch.

414. But you would say that in places like Port Elizabeth and East London, where practically only English is spoken, you would not see the necessity for it ?—Yes, but there are a great many Afrikanders in those places now, and therefore it would be necessary to know both languages.

415. Then you would hold that it is necessary that all Civil Servants should be able to speak the Dutch language ?—Yes.

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416. So that it is not solely from a sentimental point of view that you speak, but also from a practical point of view, that a great injustice is being done to a section of His Majesty's subjects in this Colony?—Yes.

417. *Chairman.*] Have you anything further you wish to state to the Committee?—I do not know of anything just now. I think I have gone over all the ground.

Mr. Thomas Philippus Theron, M.L.A., examined.

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418. *Chairman.*] You are the President of the Afrikander Bond and also a Member of the House of Assembly for Richmond?—Yes.

419. I see that the Central Committee of the Afrikander Bond has presented a petition to Parliament?—Yes.

420. Can you give us the history of this petition?—A subject was sent in for discussion at the Congress, and that was the Dutch language: in the schools, in our Civil Service, on our Railways, in the Post Office, etc. A discussion was opened at our meeting, and every member at that meeting felt that there was some injustice done to the language. As the result of this discussion it was decided to sign a petition to Parliament requesting Parliament to see whether something could not be done to rectify this injustice.

421. Was their practically unanimity on this subject?—Yes.

422. How many does this Congress represent?—I think between 11,000 and 12,000.

423. And the different branches fairly represent the whole country?—Yes, we had them from Cape Town, and almost every town in the Western Province was represented there.

424. So you consider that the petition presented by the Afrikander Bond and by the Afrikander Christian Women's Association and others can fairly be taken as representing the Dutch speaking population of the Cape Colony?—Yes.

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425. And that if it is felt by the Bond to be a grievance, it is not so much as a political organization but as a representative body of the Dutch speaking population?—Yes. I might say that as far as I could judge as President at the meeting. it was not so much a sentimental matter with the members of the congress as a real, practical. grievance.

426. Is the position which they take up this, that this Colony is a bi-lingual country, or do you think they would like to have only Dutch taught?—They think it is a bi-lingual country—they acknowledge that—and they are quite prepared to to accept the English language as on a par with their own. and also to work with the two languages side by side as required. There was not a single member there that said anything against the English language.

427. Would you personally prevent a man from learning English?—No.

428. You think it is essential for a man to get on here that he should know both languages?—Yes. we cannot get on without both languages.

429. A man cannot get on unless he knows both?—Yes.

430. Holding the view that this is a bi-lingual country, you would like to see that principle recognized in our schools?—Yes; and it has always been a puzzle to me why it has not been done. I was a member of the Education Commission in 1891. and in examining witnesses the one thing that puzzled me was that instead of taking the Dutch child and starting him in his education in his own tongue you take him and put him in a class with an English boy and you stop him from the beginning from acquiring a knowledge in his own tongue. His whole surroundings of his home life, the servants and nearly everything and everybody he comes into contact with are all Dutch, his conversation in his own home is carried on in that language. and yet that child has to make

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his start in English, whereas the English child is never compelled to make his start in Dutch. Therefore, I think that the Dutch child should be allowed to commence his education in Dutch and the English boy in English, and then in a few years the boys could go and take their lessons in the same class, and we should probably find the Dutch boy learning English and the English boy learning Dutch. These two would work harmoniously together, and in the same way we should soon have the schools conducted with complete harmony and without any complaint about the language.

431. Are you in favour of educating the children of Dutch and English in the same schools?—You might have separate teachers for them. Of course, it may be that in the country districts you may have a school with 100 children, of which, 90 might be Dutch and only 10 English, and as, at the present time, in such a case, the medium of instruction would be English, therefore you do an injustice to those Dutch children.

432. And you think that the formation of their character and their intellectual development is retarded?—Certainly, on this account that their whole surroundings are foreign to them and they cannot formulate their ideas, their thoughts and their minds. You must open their minds when you start with them, and if you commence by teaching the Dutch child in English then as I say you do an injustice to that child. I have often asked witnesses on that Commission, "Suppose you take a Dutch child and start him in English and take an English child and start him in Dutch, which of the two would you think in two years time would be most advanced, and the answer has been, "No doubt they would be the same." And then again I have asked them, "If you take a Dutch child and start him in English and an English child and start him in Dutch, which would learn the language quickest";

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and the answer has been, "Oh, I think the Dutch child, because he is by nature a linguist."

433. Then you think by placing the two languages on an equal footing that that would greatly help to solve the difficulty as regards our Civil Service?—Yes, and the school is the place where any alteration must take place. If the two peoples of this country are to come together and if every prejudice is to disappear the school is the place where that must be effected.

434. And the difficulty in the Civil Service, if both languages were used and if we drew our supplies from the schools where both languages were used, would very largely disappear?—Yes.

435. So that if this is a bi-lingual country, we must start it in the schools?—Yes.

436. Do you think the inspection of schools is satisfactory?—No, I say it is not. The last inspector we had in our schools in Britstown was Mr. Grant, and he could not examine in Dutch; but when it came to examining there was not a class where he did not take notice of the Dutch which was taught, although he had to get the principal teacher to put the questions to the children. And there happened to be a child in the school who can speak Dutch as well as I can, but he does not take Dutch in the school, and when Mr. Grant asked why he did not appear in the Dutch class and was told that it was because he did take it, he said to him, "Now, look here, if, when I came back again, I find that you do not take Dutch, you will suffer for it, because the teaching of Dutch is a rule of the school, and you cannot expect the school to conform to your ideas or the ideas of your parents, so when I come here again I must see you in the class." That was the first time I heard of an inspector talking like that, to the effect that if there is rule in the school that rule must be carried out.

437. You think that is important?—Yes, certainly; and I respect the inspector for it.

438. And you think if that were generally done it would help to smooth things over?—Yes. There was a clear proof there that the man took notice of what was being done and what was the rule in the school.

439. Do you know whether inspectors in their reports on schools refer to the Dutch language?—Very seldom.

440. So that whether Dutch is taught in the school or not, is to the Department immaterial?—I think the Department is willing, where you have not a teacher to teach Dutch, to assist you to pay a teacher to give instruction in that language.

441. But suppose an inspector goes to a school and then sends in a report and does not say anything about the Dutch. will the Department inquire whether any notice was taken of the language?—No, not to my knowledge. That has not been my experience. I have been reading up the report of the Superintendent-General of Education. and I can find practically no reference to it.

442. So that Dutch is not really a subject for inspection?—No, it is not.

443. It is not an essential subject?—No.

444. Now, is that fair either to the teachers or the Dutch speaking classes?—No. I have often spoken to our teachers, asking them why they did not go in to a greater extent for Dutch, and they have replied, "What is the good of doing that, seeing that the inspector takes no notice and never reports it in any of his reports."

445. What would you suggest in connection with that?—It is rather a difficult point, unless the child starts from the beginning to force the inspector to inspect. Speaking for my own part of the country, as I have said, Mr. Grant is really an exception to the rule. I can only mention one other case of a similar nature, and that was when Mr. Murray, the present Secretary to the Educa-

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tion Department, came to inspect. He is the only one who has put a question about Dutch. as far as I know. except Mr. Grant.

446. Would you advise that Dutch should be one of the subjects for regular inspection ?—Yes.

447. And that an inspector shall take notice of that and state the results of the teaching in his report ?—Yes, that notice should be taken of it. It will encourage the teachers, because when they know it is to be reported they will do as well as they can with teaching it.

448. And in that way the time devoted to the Dutch language will be shown in the report on the school ?—Yes.

449. You live up country. Do you find that people not knowing the English language are greatly inconvenienced on our railways ?—Yes, very often complaints come to me, and whenever I am on a station and there are people in difficulty because of this I always try to assist them, although I must say. that in some cases our station masters—particularly at our stations—try in some way or other to find out what it is they want to know, though they may not know Dutch. and they will come and ask some one to explain. But they find a difficulty in doing it sometimes, and of course it is very difficult for our own people.

450. What would you suggest to obviate this difficulty ?—Well. whatever you do now, you cannot get rid of these men. The school is the place where the whole thing must begin—at least that is my idea. If we work together in our schools and acknowledge both languages, you will afterward be able to get the men that you require for your Civil Service, and then. when they meet a Dutchman, they will be able to converse with him.

451. Do you know what is the position of Dutch in the railway schools ?—No, that I cannot say. We have a railway school at De Aar, but I have never been there.

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452. Would you advise Dutch being taught in those schools?—Yes. With people living together as we live together, see how unpleasant it is for an Englishman going to a farm when he cannot speak to the people on the farm; and I say, wherever you go, the English require Dutch just as much as we require English.

453. Now with regard to the Post Office. Do you find that Dutch telegrams are properly sent?—No; unfortunately not. I have telegrams at my home which I have sometimes received and I have been unable to make them out, and then I have been to the Post Office but they were unable to help me.

454. And you think that that accounts to a large extent why more use is not made of the Dutch language in this connection?—Yes. However, I am glad to say that in some cases in our Post Office young Dutch lads are employed as messengers and afterwards they are trained till they become telegraphists, and they can transmit a message in Dutch correctly.

455. So that if we keep this ideal steadily before us you think it means a great improvement?—Yes.

456. At the present moment it is felt as a grievience?—Yes.

457. As regards the police, what is your experience there?—Well, our case may be an exception. There are three Dutchmen included on our staff serving as policemen, and we get along fairly well. We have had no complaint. As far as the other police are concerned, most of them, with the exception of one or two, can speak Dutch. Of course, I am only speaking so far as Britstown is concerned, I cannot speak of other districts. I may mention that the Magistrate engaged these three Dutchmen I referred to.

458. Do you think that it is essential that the police should know the Dutch language?—Yes, it may be in some parts that it may not be necessary.

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but in our part of the country many of our farmers cannot understand English, and when a policeman speaks English only and he cannot speak to the farmer in his own language it is a grievance, it is only the Dutch which causes this difficulty and that is what raises these complaints.

459. *Mr. Vosloo.*] You know from your personal experience that in the up-country districts a good many of the Dutch people cannot speak English?—Yes. in my district there are a great many.

460. And in some of these cases has it come to your knowledge that where they have gone to the Magistrate's Court they have had to get an interpreter?—I have no complaint about that in our district.

461. No cases of that description have come to your knowledge?—I have heard of it at our Congress—members spoke about in other districts. As far as my district is concerned our magistrates and their clerks generally speak Dutch. It may not perhaps be as good as we should like, but still the farmers can get along with them. Our present Magistrate speaks Dutch, and when he is on the bench he uses it. It may be that a servant boy is being tried, when the Magistrate will very often speak Dutch himself. and pass the sentence in Dutch.

462. I mean when cases have been brought to your notice where farmers have gone to the magistrate's office and have been unable to get attended to unless they provide an interpreter?—Not in my part of the country.

463. Have cases been brought to your notice where say in the Magistrate's Court the prosecutor is in nearly every case the Chief Constable, and where he cannot interpret the witnesses who cannot give evidence in English, and where the Magistrate cannot take the evidence in Dutch that often a native is called in to interpret?—Well, our Chief Constable cannot speak Dutch. but then one

of the Dutch constables always translates, and so we get on fairly well.

464. But have you heard of other cases such as I have mentioned?—No, not that I am aware of.

465. Where you find a case like the one I have mentioned where a native interprets do you not think that would be an indignity?—It is not a dignified thing. I have not seen such a thing, but I would look upon it as an indignity.

466. The man might feel so indignant that he might refuse to give his evidence, and that might lead to contempt of Court?—That might be so.

467. *The Colonial Secretary.*] With regard to the police, you are aware, I dare say, that there is a considerable difficulty in getting farmers sons into the police?—Yes.

468. It is not a thing they take to very eagerly?—Yes, that is so. I have often spoken to them about it and told them that we should like to see our men taking up those positions and not to feel that such a position was a disgrace to a Dutchman, and I hope the day will come when our young men will think more of it. We have three in our town now, and they are very decent fellows and live a decent life. They were poor before, but still quite respectable, and I think if more took to the police force it would be better for the country, the district and themselves.

469. And you wish to get a good class of men, you do not want any "riff-raff"?—That is so. Fortunately our people are law abiding and when they are in the Government service they know they have to obey, and that if they do not do so they will be dispensed with: so that there would be no difficulty on that account.

470. Still you want a good class of men?—Yes, and the example we have before us in my own town is a very good one. Perhaps if you had seen these three men I have mentioned before, you would not have admitted them to the police, because of their appearance, but the Magistrate

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knowing the district and the people, admitted them to the police, and I assure you he is well satisfied with them and they have done their duty.

471. Do you know there is a system of granting language allowances in the police?—No.

472. The position is this, that any man who speaks Dutch can, in addition to his ordinary pay, draw an extra 6d. for having a knowledge of the Dutch language?—That is a good thing.

473. Do you think that is good encouragement?—Yes, certainly. I did not know that, but it is an encouragement, and we should encourage every man to learn Dutch.

474. Do you think that that allowance is necessary?—Yes.

475. You find that a number of inspectors cannot inspect in the Dutch language?—Yes.

476. And that there is a scarcity of people who can teach Dutch in the schools? Have you found that to be so?—Yes: I am sorry to say I have. In our school at the present time we have some that came in last year and they cannot teach in Dutch, but our principal is a good Dutch scholar, and there are also two other lady teachers who can teach in Dutch. We were obliged to take those two English ladies and they are there at this moment. If more teachers could teach Dutch it would be much better.

477. But you have very great difficulty in getting teachers who can teach Dutch?—Yes.

478. Then there is a considerable scarcity?—It appears to be so. There is something wanting in our school work. An inspector one day said to me. "Believe me, in my whole circuit I have only found one boy being trained as a pupil teacher; everywhere else I have found girls being trained, and this is the first boy."

479. There is a scarcity of male teachers?—Yes. Afterwards in years to come we will have plenty of good teachers, but at the present time there

must be something more attractive outside when we find there is only one boy at a time who is being trained as a pupil teacher.

480. There is a proposal to make Dutch compulsory in the Civil Service—you say you are entirely in favour of that?—Yes.

481. Do you not think that it would be a considerable hardship with the scarcity of Dutch teachers for men in the Civil Service that Dutch should be made compulsory? Would it not be perhaps rather hard for a man living in East London where Dutch is not required?—In connection with that I heard the same question put to Mrs. Roos, and I do not believe in teaching the language as an optional subject, because in 1891 and 1892, when the Education Commission made their report, we recommended that in the Civil Service there were to be two main subjects, one compulsory and the other optional—Dutch and English—the candidate could choose either, and they would both count equally, and the result of that is that all of them chose English.

481A. Why is that?—I do not know, but I suppose it was the subject which they studied in their training.

482. Is it not because English is more useful commercially?—That is not so up-country, where you have the largest part of the population, and you must take into consideration that when you are considering Civil Servants training they have started say with their Dutch when they were in the First, Second and Third Standards, and knowing that they have to take positions up country then naturally they will prepare themselves for it, and as a recommendation they would naturally take Dutch as the compulsory subject instead of English. They know English, therefore there would be no necessity for them to study that so thoroughly because they would know that after their Civil Service examination they may have to go up

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country and that would be the reason why they would take Dutch.

483. But there are portions of this country where you never hear a word of Dutch spoken ?—I do not know about that; I find Dutch everywhere. You take any business place; you go there and you find that the owner of that business always takes care to have someone there who can speak Dutch.

484. Take the Transkei—would you ever hear Dutch spoken there ?—I am not acquainted with that part.

485. In those portions where there is practically no Dutch spoken whatever. would you insist on every Civil Servant knowing Dutch ?—But you have no such places.

486. Would you not rather insist in the case of a man going to the Transkei that he should know the native language ?—But you would still have a good many who speak the language.

487. Do you insist on every Civil Servant knowing Dutch ?—I would grant even the Natives the same liberty for their language in a country like ours.

488. I want to know whether you would insist on every Civil Servant knowing Dutch ?—Yes.

489. Although he may never be going to make any use of it?—Well, it would be a recommendation if he know the Native language as well as the Dutch and the English.

490. You would force him to learn three languages ?—If he required it, yes.

491. But he will never make any use of Dutch ? —Supposing you remove him—he may not always be stationed there. Say he were removed to my district, for instance, and he comes there without knowing any Dutch, what good would he be.

492. You must know that the Transkeian Magistrates are not removed from the native territories except in special circumstances ?—I look upon every Civil Servant who knows two languages

as being fairly rich, and if he knows three he is still richer.

493. But you are going to insist upon his learning, Dutch altbough he will not use it?—Yes.

494. There is a scarcity, as you admit, of Dutch teachers?—Yes.

495. And in spite of that would you still insist upon his acquiring a thorough knowledge of Dutch and passing an examination in that language, although there is this scarcity of teachers?—I do not think there could be a scarcity of teachers in the native territories, because for every training school down here there are three up there, and those people are better provided in the way of teachers than we are in the Colony.

496. In spite of this scarcity you still say that every boy who goes into the Civil Service although he may, in consequence, find a difficulty in learning Dutch, must take Dutch as a subject?—Suppose that Dutch is taught compulsorily in the schools as it should be, then I do not think you will have a scarcity even in the Civil Service, and every Civil Servant will be able to improve his knowledge in Dutch.

497. That is, of course, supposing that what you advocate is adopted in the future?—My principle is this, that you must start in your schools, and if there is any deficiency of Dutch speaking people in your Civil Service or as teachers in your schools, then it is because their training was defective, and the training must be altered.

498. Then you would propose to put it into practice immediately?—If it is not done now you may have a greater difficulty later on.

499. You would start to-morrow?—Yes.

500. Even although by so doing you would block the door to a number of people owing to this scarcity of teachers?—That may be so.

501. And you would still block the door to these people who do not know Dutch?—If the door was closed I would not go to it.

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502. But that mean keeping them out?—That may be so.

503. Why are you so anxious to compel people to learn the Dutch language in districts where they are not going to make use of it. I quite understand your position, that you wish to have it in those districts where it would be a disadvantage to the people if they did not know it?—The Civil Service applies to the whole country, and you may have a man in the English district at one time, but it does not follow that you will always keep him there, and then he may be removed to a Dutch district where English is of little use to him.

504. But cannot that be arranged by proper administration?—That may be so.

505. It could be arranged?—Yes, it might be; but sometimes these things are forgotten, and just the most unsuitable men are sent.

506. But is that not bad administration?—Sometimes you may want to punish a man, and you send him to an out-of-the-way district. If that happens, it will be better for the man himself to be prepared for any place he may have to go to.

507. Do you know the Canadian system?—No.

508. *Sir John Frost.*] A boy may be taught in either the English, Dutch or Native languages. Supposing the son of a Magistrate in the Transkei, who knows Kafir, takes it into his head to enter the Civil Service as far as the Transkei is concerned, would you insist upon that boy, who knows both the English language and the language of that part of the country, also learning Dutch?—My idea is that he enters the Civil Service of the country and becomes liable to be moved at the will of the Minister or officer for the time being, and it will be better for him to be able to understand the Dutch language.

509. In the other case, why should we not insist upon the other boys learning Kafir because that branch is part of our service too; and if you are

going to have it one case, why not in the other?—In that case you mean that the man in Kaffraria would have to learn Dutch, and our men would have to learn Kafir?

510. I will put it in this way. It is all one service, and if it is compulsory to learn one language, why should it not be compulsory to learn another. A magistrate's clerk may be serving in one district entirely English or Dutch one day and the next day be removed to Kaffraria, and would it not be to the advantage to himself and the country if he knew Kafir? Why should that not be made compulsory also?—I am only speaking of our schools in the Colony, and the Kafir language is not taught here; it is an optional subject. I may be examined in it if I choose, but it is not a compulsory subject in the Undenominational Schools.

511. I agree entirely with you that it would be a very good thing for all boys in the schools to learn Dutch, but it does seem to me rather unfair that you propose to force a boy who has very little use for Dutch, to learn it. You do not mean to say that he is not to have anything to do with the Native language, supposing that he is living and intends to live in the Native territories?—If he is only intended for the Native territories I would not force him to learn Dutch—I would leave him where he is. The Kafir language is not an acknowledged language in our schools.

512. *Mr. de Waal.*] Dutch is the language of the majority of the people in this Colony?—There are more Dutch speaking people in this Colony than English.

513. You know the first examination is the School Elementary?—Yes.

514. And in that examination Dutch and English are optional?—Yes.

515. The object of the University in doing this, I take it, is because it assumes that many children are educated in their own language up to that point?—Yes, but that is not general, although it may be assumed by the University.

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516. I know it is not general, and that is the reason why the boy who has a Dutch education is not on an equal footing with the boy who has had an English education ?—Yes.

517. Therefore that is a barren object—it is not attained ?—No, it is not.

518. Elementary teachers take a three years' course ?—Yes, that is as pupil teachers.

519. Dutch is not compulsory in their examination, but they are recommended to take it ?—That is so.

520. Do not you think that if Dutch were made compulsory in the Elementary Teachers' Examination that the object of the School Elementary would be better attained in connection with the two languages ?—Yes.

521. And that would be the way by which you would get into the School Elementary this subject which the University has given the people here ?—Yes.

522. Now, in the case of the School Higher and Matriculation, English is compulsory ?—Yes.

523. Is that not a hardship to the Dutch boy, seeing that he lives in a place where English is spoken, and seeing also that it is a world-wide language ?—No, I do not think it would be a hardship in those examinations.

524. Then if it is not a hardship for the Dutch boy in those examinations, would it be a hardship for the English boy to take Dutch in the same manner ?—No, I do not think it would be.

525. Have you ever heard any complaints from Dutch boys about having to take those subjects ?—No.

526. *The Colonial Secretary.*] There is a plentiful supply of English teachers ?—Yes, there is.

527. *Mr. de Waal.*] If we made our Dutch compulsory in the Elementary Teachers Examination the supply of teachers who could speak Dutch would be very largely increased ?—Yes, and there you ought to find the solution of the difficulty.

528. You know the Magistrate's Court Act of 1895 ?—Yes.

529. In that Act it is laid down by Parliament that no magistrate or assistant magistrate can be appointed unless he has passed the Civil Service Law Examination, has had at least five years' service and possesses a sufficient knowledge of both the Dutch and English languages ?—Yes.

530. Now, is not an English boy who does not wish to take Dutch as a compulsory subject, seriously handicapped under this Act, because he can never be appointed ?—Yes.

531. Subsequent upon that we introduced into our Civil Service Law Examination Dutch as a compulsory subject ?—Yes.

532. And subsequent to that Act being passed we made Dutch a compulsory subject in the Civil Service ; that has been taken away, but the Act stands ?—Yes.

533. Notwithstanding the fact that Dutch is not compulsory, still no magistrate can be appointed unless he has a knowledge of Dutch ?—Yes, and that handicaps the English boy.

534. Why ?—Because he is not likely to get an appointment in our part of the country. I have known cases where men have been placed in parts who cannot speak a word of Dutch, and those people are seriously handicapped.

535. *The Colonial Secretary.*] The removal of the compulsory examination does not prevent him from learning the Dutch language ?—In practice that is never carried out when a magistrate or assistant magistrate is to be appointed to a country district where Dutch is spoken.

536. You mean that he may not have a working knowledge ?—Well, you don't compel that man to prepare himself.

537. But you do not prevent him ?—That is quite a different matter.

538. *Mr. de Waal.*] A boy who is intending to go in for the Civil Service would more or less do

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away with this handicap by going in for his matriculation ?—Yes.

539. In the matriculation he must pass in a modern language ?—Yes, he can select.

540. And if Dutch were compulsory he would very likely select Dutch ?—Yes.

541. As he has to pass in a modern language he would not be likely to learn a special one ?—Yes, that is so.

542. Which modern language is most used in this Colony after English ?—Dutch.

543. French and German are also modern languages, but would they be used much in the Colony ?—No, they are foreign and very little in use.

544. So that seeing that a boy in the Matriculation is obliged to take a modern language, if you made Dutch compulsory in the Civil Service Examination you would not injure him in his education in the slightest ?—No.

545. And you would obtain very great results ?—Yes, there is no doubt about that.

546. The Colonial Secretary spoke about the scarcity of teachers. A boy can either by matriculating at one of our big schools or colleges have an opportunity of learning Dutch ?—Yes, there would be no difficulty about that.

547. And you would not require a very high standard in the Civil Service Examination ?—No.

548. But you would like to go back to the same position that Dutch held in the Civil Service before it was taken off, in view of the Act of 1895 ?—The first question put about a magistrate coming to my district is, "Can he speak Dutch ?"

549. You have your own ideas as to why it was taken off ?—Yes.

550. *Chairman.*] You have got a system of special pay in the police for those who can speak Dutch. Do you think it would be wise to apply that to other branches of the Service ?—Yes, I do.

551. You spoke about a scarcity of teachers—is that a general scarcity ?—Yes.

552. Would it be rather difficult to get teachers competent to teach Dutch in our schools. Would it be a difficult matter to get, say one, for each school ?—It might be rather difficult for our farm schools.

553. But you do not find English people attending or teaching in our farm schools ?—No, that is so ; and there is then this other point to be considered, many of our teachers are unable to train or educate in Dutch because they themselves have not received training in the Dutch language, so that therefore when I say there is a scarcity of Dutch teachers, I mean that on account of the teachers' training they are unable to train a child as it ought to be trained in Dutch, and that on that account, there is a deficiency.

554. Then you think there is a greater scarcity of teachers of Dutch than a general scarcity of teachers ?—Yes.

555. Dutch in our schools not being a medium but only a subject, do you think you will be able to find for the average school of the Colony sufficient teachers that know sufficient Dutch to teach it as a subject ?—Yes.

556. *The Colonial Secretary.*] You are anxious to make Dutch a compulsory subject in the Civil Service because it is the language of a number of the people of the country ?—Yes.

557. Then would you make Kafir compulsory on the same grounds ?—It is not an acknowledged language in our schools.

558. Then you would not make it compulsory for the same reasons. Would you make the Dutch language compulsory for the Pupil Teacher's Certificate.—Yes.

559. That would also apply to the Transkeian territories ?—That is the Native's country, and it has a different class of schools.

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560. And you would not make Dutch compulsory?—Not for the Natives.

561. And what about the Europeans?—I do not know whether you have Dutch or English there.

Friday, 20th July, 1906.

PRESENT:

Mr. MALAN (Chairman).

The Colonial Secretary.	Mr. C. J. Krige.
Mr. de Waal.	Sir John Frost.
Mr. Tod.	Mr. Vosloo.
	Mr. Blaine.

Dr. Thomas Muir, C.M.G., LL.D., M.A., F.R.S., examined.

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562. *Chairman.*] You are the Superintendent-General of Education?—Yes.

563. You know the object for which this Select Committee has been appointed?—Yes.

564. It is to inquire into the position which the Dutch language holds in the schools and in the Public Service generally. A return has been handed in by the Under-Colonial Secretary, showing the position occupied by the Dutch language at the present time in these different Departments. I find that, as regards the school curriculum, it says: "Attention is invited to the introductory note on Page V. of the Elementary School Course, a copy of which is attached." Then, on looking, I see that that introductory note on Page V. says: "Pupils may take their standards either in English or in Dutch. If both English and Dutch be taken, only half of the English and half of the Dutch Reading Book need be prepared." Could you tell the Committee whether use is made of the Dutch language in the standards to a large extent, or to

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what extent?—That would depend very much upon the different districts of the Colony. It is very hard to say, in any given area, how many of them would take advantage of preparing half of the Dutch Reading Books and half of the English, or how many of them might have Dutch Reading Books pure and simple. Very rarely indeed is Dutch taken as the one subject. Almost always English is taken either as a whole subject or as a part subject.

565. Where the two are taken together, would you say that that is a large number?—I think it is a pretty large number. In certain parts of the country, it is practically the uniform practice.

566. This is as regards the medium in which the standards are taught and examined?—Yes.

567. What position does Dutch take as a subject in the curriculum?—The position that it takes is not fully indicated by that paragraph you have read, because that refers to the ordinary Reading Books, whereas in a great many schools Dutch is necessarily taught as a separate school subject; that is to say, what we would call the grammar of Dutch.

568. Is there any regulation of the Department as regards the teaching of Dutch as a subject of the school course?—No; you could not make a regulation about that, because it is left to the desires of the local people.

569. Could you inform the Committee as to the number of those students in the schools who take Dutch as one of their subjects?—Do you mean taking it as a separate grammatical subject?

570. Yes?—No, I do not think I could give that now, but I could try and find out, if it will be of any good to the Committee.

571. Yes, we would like to have the number who take Dutch as a grammatical subject, also the total number of children in the school, so that we will be able to make a comparison?—I will do that, if possible.

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572. As regards the inspection, where Dutch is taught in the school as one of the subjects, does the inspector also inspect in that subject?—Yes, he is expected to do it.

573. I find in the "Regulations Regarding Grants," under the heading "Inspection of Schools," the following paragraph, which, I take it, is the instruction to inspectors: "158. All schools and departments receiving aid from Government are subject to inspection by the Superintendent-General of Education, or his deputies duly appointed by the Governor, who have the right of entering the school at any time during school hours, of examining into the state of the buildings, and of the school furniture; of ascertaining the progress of the children under instruction; of inquiring generally into the efficiency of the school in regard to the locality in which it is placed, and of calling for such returns as they may require in order to obtain satisfactory information on these subjects." Now, as regards the progress of the children, does that in all cases include also the progress made in the Dutch language?—I would not say that, unless the Dutch language is especially taught in the school. It might be that there is neither Dutch nor English taught in the school.

574. *Mr. de Waal.*] It might be a Kafir school?—Yes.

575. *Chairman.*] But supposing that Dutch is taught in that school, and the inspector does not take any notice of the Dutch classes, will that appear at all in the report of the inspector?—I should say that if Dutch is taught in the school, and the inspector takes no notice of the Dutch that is taught in that school, he is not doing his duty.

576 Quite so, but will it appear in his report that Dutch is taught in the school?—That would depend on the individual inspector. If the individual inspector does not see fit to do his duty he may conceal the fact.

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577. The reason why I put this question to you, Dr. Muir, is because we have it in evidence that teachers complain that they take trouble with the Dutch classes, but when the inspector comes round he takes no notice of that work, with the result that they get a worse report than they are entitled to. Is that the case?—I do not think that is a common thing, Mr. Chairman. There may be an individual instance, and if so I should be glad to hear about it. I am perfectly certain that this is not a common complaint.

578. And if a complaint of that kind is brought to your notice?—I would see to it, you may be sure of that.

579. Mr. Cillie, the Member for Paarl, has brought to my notice a case of that kind. About two years ago the school at which his children were being educated was inspected by Inspector Golightly, who is a linguist and who is generally a good inspector, but no notice was taken of the Dutch taught in that school; and he (Mr. Cillie) then went to the Department and drew attention to this. Do you remember that case?—I do not remember the case; how long ago do you say it was?

580. About two years ago. Since then the school has been inspected again, and the complaint has disappeared altogether, because Inspector Golightly does now take notice of the Dutch?—In all probability, Mr. Chairman, it was just because Mr. Cillie drew the attention of the Department to this, when the inspector's attention would be drawn to it. But is is only fair that I should explain that Mr. Golightly is a good inspector in Dutch; he is a man who understands Dutch thoroughly.

581. So that if there are complaints of that kind, and they are brought to your notice, or to the notice of the Department, they will be attended to?—Yes; if they are *bona fide* cases I guarantee they will in every instance be attended to.

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582. In 1905 there was laid on the table of the House a "Return giving (*a*) the names of all school inspectors appointed since 1st January, 1900," and so on. I find that from 1st January, 1900, up to the date of the return (April 18th, 1905) there were appointed in all 17 inspectors, and that of that number those not knowing Dutch were eight?—Yes, that is an old return.

583. It was compiled last year. There were appointed in all 17 inspectors; then, under clause (*b*) "Names of present inspectors of schools who are capable of examining Dutch classes up to Standard VII.," eight names are those of inspectors not knowing Dutch. Then the return further says "(*c*) Number of persons, if any, to whom the office of inspector was offered during that period, but who declined: four."?—Yes.

584. Could you give us some information as to what class of man this was to whom an inspectorship was offered, but who refused?—I could have done so at the time. and, in fact, I did supply that information to the Colonial Secretary at the time, but I was told it was not desirable to bring the names before the House, and so they were not printed; but, at the same time, so far as my office was concerned, the Colonial Secretary was furnished with the names at the time. I cannot at the present moment recall those four, but I am perfectly certain that in three of the four cases they were the men who were the heads of public schools, I think in the Western Province. Mr. Malherbe, of French Hoek, was one of them; he is now in Stellenbosch.

585. Do you still find a difficulty in this respect?—Yes, I still find a difficulty, as I have explained to the Colonial Secretary since Parliament met, or, at least, a little while before Parliament met. As you perhaps know, there is on the Estimates this year provision for an additional inspector, and I had naturally to look out for a man as soon as the Estimates were passed. Well, up to the present

moment, I have offered the post to three men—two men in the Western Province, and one man in the Eastern Province—and have been refused.

586. *The Colonial Secretary.*] Were the four men mentioned in the return competent Dutch scholars?—Yes. (Names given by witness for the information of the Committee).

587. *Chairman.*] I quite follow you, Dr. Muir, but in the cases of these three names you have mentioned, they are men holding a very high position in the teaching profession?—Surely, Mr. Chairman, the inspector should hold a higher position? Why should we appoint incompetent men to be inspectors?

588. What is incompetence? Do you consider an inspector sent to a Dutch district, who does not know Dutch, a competent man?—No, I would not call him a competent man; but I would also consider a man incompetent who only knew Dutch.

589. *Mr. de Waal.*] Who did not know anything else?—Yes.

590. *Chairman.*] Quite so, but between that and finding competent men there is a very wide margin?—Yes, that is so; but I do hope you will consider, Mr. Chairman, that in all these things one has to be practical. It does not do to theorize about it. One has the desire to get the ideal man, but it is not by any means an easy matter to get him.

591. But you are getting a class of teachers now from whom you can draw in the future for inspectors?—Yes, more than in the past.

592. My point is this, that you agree that it is most desirable to have inspectors who know Dutch and English thoroughly?—I would not put that statement just exactly as you put it, Mr. Chairman. I would say, Dutch and English thoroughly in districts where they are required. I sometimes think that Members of Parliament really do not appreciate the difficulties that exist

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in some of these administrative affairs. I will take an exceptional case. Take the case of East London, or King William's Town, or from that neighbourhood. We will take the case of King William's Town. In King William's Town, which forms a circuit of itself, because it is so populous, there are about 150 schools. Of these there are about 120 that are Kafir schools; there is a string of German schools, half-a-dozen; and then there is the balance of English schools. Now, if a man has to do————.

593. *Sir John Frost.*] Are there no Dutch schools?—They are few, still there are people who speak Dutch. Now, we will suppose a man is wanted for a district like that. Surely the difficulty is apparent.

594. *Mr. Vosloo.*] That is an isolated circuit, I suppose?—I take it as an exceptional case, but you have the same kind of question practically all over the country. At East London the same thing exists, though not to the same extent as at King William's Town.

595. *The Colonial Secretary.*] It exists even in the Cape Division?—Yes, even in the Cape Division there are German schools; and what is extraordinary is that this whole question of language, and the national feeling in reference to language, goes so far that the German Government at the present time is subsidizing schools in South Africa for the purpose of making German a subject of the school course.

596. *Mr. de Waal.*] In what part of South Africa?—In the Cape Division, and they do it in King William's Town as well. I have in my office a list of schools that draw subsidies from the Imperial Government of Germany, on the understanding that German shall be taught, and that German songs shall be sung, and that German hand-writing shall be taught.

597. Do those schools get anything from us?—Yes, I am sorry to say they do.

598. Why?—We cannot help ourselves; they are public schools.

599. And you allow German hand-writing to be taught there?—I cannot altogether help myself.

600. *Chairman.*] Do you not think that this is a wise thing, after all?—It may be a wise thing. I think the wise course is the one I take, that is to tolerate them so long as our people are brought within range of education. Let us get all the children into school in some form or another, and questions like that will rectify themselves as time goes on.

601. Quite so; it is wise to do that in a country where you have to deal with different nationalities that are still being shaped, as it were, into one. For the good of the country one has to have a blind eye to national prejudice very often?—I try to keep the blind eye. At the same time, you must understand, Mr. Chairman, that there is a wonderful difference between the people themselves wanting to do a thing of this kind, and the German Government—a foreign Government in this country—encouraging it.

602. There is one other question I would like to put to you. I find that in the pamphlet on "Regulations Regarding Grants," in section 25 it says:—"In schools where it is desirable that the Dutch language should be taught, and where no member of the regular staff is qualified to give this instruction, a grant in aid of a special visiting teacher may be made under conditions similar to those mentioned in paragraph 24 above." Paragraph 24 refers to drawing and singing. Is this condition of having a visiting teacher often availed of?—In places like Cape Town, for instance, you will find that where a school has only a limited demand for Dutch and the managers cannot afford to get a special Dutch teacher, they may know of some person whose time is partly occupied elsewhere and they utilize his services.

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603. Do they find any difficulty, in places like Cape Town, in getting a man who is competent to teach Dutch?—It is not an easy matter, I am sorry to say. I would not wish to give the impression that we cannot obtain the people. I would rather put it in this way, that there is considerable difficulty in getting the right kind of person for that.

604. *Mr. Vosloo.*] That applies to other centres; there is a general scarcity?—There is a general scarcity.

605. *Chairman.*] Would it be easier, instead of getting a visiting teacher, to get a man on the permanent staff who could teach Dutch?—I rather think that it is when the members of the School Committee fail to get a man of that kind they fall back upon the visiting teacher.

606. But you would rather insist on a member of the regular staff?—It would be infinitely better.

607. I see that paragraph 10 of the School Regulations of 1882 says:—"Where it is desirable to provide for the teaching of the Dutch language in the ordinary school course, the Government will require that the principal or one of the assistant teachers shall be competent to give, and shall give, instruction in that language." Is that carried out?—We try to carry it out so far as ever we can.

608. Do you find that this regulation, with the alternative of either the principal or the vice-principal knowing Dutch, works well?—Yes, I think so.

609. We have it in evidence—I am now passing away from your own Department — that the Canadian system of the Civil Service is that for the entrance examination a man can take as his medium either English or French; do you know anything about the Canadian system?—I am sorry I do not know anything about the Civil Service of Canada.

610. *Mr. de Waal.*] With reference to your difficulty about Inspectors, do you not think it

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would be a good thing if, instead of offering the post of inspector to a teacher, you were to ask for applications?—I did that at one time. I actually advertised at one time, and I was not one whit more successful. I want to make this clear, that practically I do know personally every teacher of any note in the Colony, and I know the people who would be of service to me. To ask for applications or to put an advertisement in the newspaper would really not bring any new person before me, unless it might be a man from outside—and we do not want a man from outside.

611. My question was this, that I thought you might offer the post to a certain number of persons; offering it to one after the other, the first two might refuse, but you might get the third to accept the post and yet he might not be the best man?—That is the reason that has made me act as I do.

612. In the elementary examination, which is our first examination, German is on an equality with Dutch?—I would rather not speak about the School Elementary, because I do not really know about it. That is a University examination.

613. You are a member of the University Council?—Yes, but I think the University people would be better people to examine on that point than myself.

614. With reference to the medium of education, do you find that Dutch is much used as a medium of education in the lower schools?—I would not say much, but it is used.

615. But not much?—Not much.

616. Now, all things being equal, do you not agree that when a young child has first got to be taught who is only going to be at school for a short time, instead of being taught in a language which to him is a foreign language, it would be advisable that he should be taught in his mother tongue?—I think, from an educational point of view, it is desirable that the mother tongue should be first.

617. I am speaking only of a young child?—Yes, although I ought to say, at the same time, that

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there are differences of opinion among educationalists even on that point.

618. I want your opinion?—I am inclined to that opinion, but some people say the two languages can be taught simultaneously.

619. We had a witness here who suggested that in these lower schools a teacher having a number of Dutch children and a number of English children, on taking a class should address the Dutch child in his language and the English child in his language, and in that way mix the languages up in going along; do you approve of that?—It looks an impracticable scheme.

620. There was a witness who gave us that suggestion; and there was another witness who said that if a class went through a subject and it took an hour, the difficulty might be met by the teacher first taking the class in the one language for half an hour and then taking the class for half an hour in the other language?—That would be a much better thing than the other proposal that was made.

621. It is perfectly right to say that in practice you find that a number of farmers take their young children out from school after they pass the 4th standard?—Yes.

622. So that those children get practically only two or three years' education?—Yes; and I ought to add that it is a matter of great regret to me that they should do so.

623. Still, it is a fact?—Yes.

624. Now, a child like that—a Dutch child—comes to school absolutely ignorant of English in some cases?—Yes.

625. From the fact that he is not taught the subjects in his own language, do you believe he is less educated when he leaves that school after three years than he would be otherwise?—I daresay he would be.

626. So that in every way it would be desirable that for those children who do not go higher than

the 4th standard, who are Dutch and know no English, Dutch should be used as a medium of instruction?—Yes, I think so, but do not let me convey the impression that Dutch is not used to those children as the medium of instruction. For example, a teacher in a school of that kind would be using Dutch to the children in explanation constantly.

627. He would have to, otherwise they would sit there as dummies?—Yes.

628. Still, it is a fact that in many of those schools Dutch is not throughout used as a medium?—Quite true; and in many cases, at the absolute desire of the parents.

629. I am coming to that; the parents, of course, have the power to decide this, through their representatives on the School Committees?—I have never on any occasion interfered with the desire of the people.

630. You know that in many cases the parents themselves request that the medium of instruction should be English?—Yes.

631. Dutch parents?—Dutch parents; and there are Dutch parents again who want Dutch to be the medium of instruction.

632. And there are some who wish English?—Yes; and you therefore have that very difficult task of trying to please everybody.

633. Is that not to a certain extent because the inspectors are not sufficiently sympathetic with the Dutch?—I would not go to the length of saying that. You might have individual instances, but I think it would be unfair to the inspectorship to say that there is want of sympathy, unfair notably to the English inspectors. Sympathy is not a thing that belongs to any particular language; it is rather an individual characteristic; and you would find a man only knowing English who had a real sympathy with the farmers. We have an inspector who was rather pilloried before another Select Committee a day or two ago, whom I look

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upon as an exceptional man in this respect. Tha is Mr. Russell. He knows very little Dutch, but he has had a wonderful influence with the farmers for good. He takes a real interest in his work, and tries to understand their position, and he manages to get them to support schools and so forth.

634. How is it that teachers in very many instances complain about the fact that if they give more Dutch they are handicapped?—That is the point to which I was referring in replying to the Chairman: I do not think there are a great many of those complaints. I would like very much to know the actual complaints.

635. It seems to be throughout the country?—I would not say so.

636. You do not think so?—I do not think so, honestly; and if any person will bring a case of that kind to my notice I will be very glad to look into it.

637. You would object to make Dutch compulsory in the lower examination?—You are speaking of the School Elementary?

638. Yes?—I have not thought about that. In fact, I will say—as I think you are perhaps not on the other Committee—that I object altogether to the School Elementary Examination.

639. There is a scarcity of teachers who speak Dutch?—Yes, and a scarcity of teachers generally.

640. Also of those who speak Dutch?—Yes.

641. Do you think that that could be remedied if instead of making Dutch in your teachers' examinations optional you made it compulsory?—If we made it compulsory, we should have fewer teachers still.

642. Why?—Simply because we are getting a certain class of teachers now who, if you put another burden upon them——

643. I am speaking of the ordinary teacher?—The teachers that are prepared for the third-class teachers' examination?

644. Yes?—We are doing much better, I think. to leave Dutch optional, because we get a certain number of English-speaking candidates who will learn Dutch in these circumstances, but who would find it a very severe burden if you made it compulsory. It would not be a wise thing.

645. Do you think it would be a very severe burden in a bi-lingual country like this, where half the people speak Dutch?—I do think it would be, when there are purely English-speaking districts to be provided for

646. You think it would be a burden?—I do think it would be a burden; it would be distinctly a burden in such places, for example, as Port Elizabeth.

647. Still, it would not be a burden if, in the three examinations, the School Higher, the Matriculation, and the Intermediate, it was made compulsory. He has to learn English, and that is compulsory?—It is not compulsory. You are again referring to the University examination.

648. Yes; do you think that would be a burden on him?—Most unquestionably; but you see in those cases it is a self-imposed burden, which is all the difference.

649. But if you made it compulsory by law, it would not be self-imposed?—No—which I would not do.

650. You would not insist upon it?—No, I would not do it.

651. You do not think, if you did it, that you would get more teachers speaking Dutch?—You mean, if we made Dutch compulsory at the present moment, that we would get more?

652. Yes?—No, I do not think we would get more.

653. Do you think the people would not become teachers on account of that?—I think some people—I would not say the people generally. I think some people would be debarred from going in as

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teachers, and our business is to get as many as we possibly can.

654. You say that in the Elementary Teachers' Examination, all teachers are expressly recommended to take Dutch ?—Yes.

655. Can you give us, more or less, an idea of how many avail themselves of this examination ?—I can give you the exact figures in that case—that is, the number of third-class teachers who take Dutch. I will send that in, and I think you will find that it is a very considerable number.

656. The Chairman dealt with Canada, and stated that in the Civil Service examinations in Canada—not in the school examinations, but examinations for admission to the Service of the State—that being a bi-lingual country, each candidate can select for the purpose of general examination the language that he is most proficient in, and that he prefers to be examined in ?—Yes.

657. You do not disapprove of that ?—Not in the case of Canada, because I think the circumstances in Canada are very different from what they are here.

658. *Chairman.*] In what sense ?—I think they are very different in this respect, that you have a Province in Canada that is practically English, and you have a Province in Canada that is practically French.

659. *Mr. de Waal.*] But how would that affect the general examination of the child ; because allowing him to show his proficiency in the language which is the most useful to him would attain the object of the examination. All examinations are made for the purpose of finding out how much the candidate knows ?—Yes.

660. If he was allowed to use his own language, he would be able the better to show what he knows than by having to use a language that to him was a foreign one ?—Yes, that applies generally.

661. Then that would apply just the same here as in Canada, and you would gain the same

result?—Yes, but you have to take into account the different circumstances.

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662. I am coming to the different circumstances; but, generally, from an educational point of view, if you can get out of a boy or man all that is in him, or the most that is in him, that is desirable?—Yes, perhaps.

663. And if you can get that through the medium of the language which he knows best how to express himself in, you get a better result?—Yes, you may.

664. You say that in Canada in some of the Provinces they speak French, and in some of the Provinces they speak English?—Yes.

665. And you say, from an educational point of view—although we are not dealing with that in connection with Canada—and from a practical point of view, it is very desirable in a place like Canada that there should be Civil Servants who know French so as to deal with those Provinces?—Certainly.

666. But here we have a far more difficult position, have we not, because here you find in every Province people who speak Dutch and people who speak English?—Yes.

667. So that the necessity for the Civil Servant knowing both languages is far greater here than it is in Canada?—You are supposing, Mr. de Waal, that the people who speak Dutch speak nothing but Dutch, and that the English people speak nothing but English, which is not the case.

668. Neither is it the case in Canada?—Excuse me, I happen to know something about Canada.

669. I have also been there?—There are lots of districts in Canada where there is not a word of English spoken.

670. Do you not know any districts in this Colony where not a word of English is spoken?—There are small portions of districts, but it is not like Canada.

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671. You would be opposed, in the Civil Service, to make Dutch compulsory?—I think it would be a bad thing for the Service.

672. Why?—I would encourage men to know Dutch because of the circumstances that you indicate, but then I would not keep men out of the Service because they did not know Dutch, because in certain places a man who did not know Dutch might be a very useful man.

673. You know that we passed an Act in 1895 which says that no man shall be a Magistrate in a district where Dutch and English are spoken, who does not know Dutch?—Yes.

674. Would it not handicap, to a certain extent, an Englishman to be debarred because he does not know Dutch?—I should imagine it would.

675. Supposing we had a man who, through prejudice, did not care to learn Dutch, and who would be handicapped accordingly under the Act we have passed, would it not be doing him a kindness—I mean as a young man—to make him learn Dutch?—Yes, if you could only separate out these districts. You have to look at the Service as a whole, I think, Mr. de Waal.

676. Of course, we have no classes in our Civil Service?—No.

677. There are a certain number of men who can be very usefully employed, in large towns and various public offices, where they never require a word of Dutch?—Yes.

678. Still, we would debar those people from that advancement, which every young Civil Servant would wish, to become a Magistrate and hold a position of responsibility?—Yes.

679. Seeing that we have this Act on our Statute Book, is it not rather hard that we do not make it compulsory?—I can quite see the desirability you indicate of a man, in the position of Magistrate, being able to communicate with all the people he has to deal with, but that is a very different thing from dealing with the Service as a whole, which

has many posts that are of a totally different character.

680. But in this Magisterial Act it says: "He shall only be required to possess a *sufficient* knowledge of the Dutch language"?—Yes.

681. So that a very simple examination would answer?—Yes; a good deal depends on the meaning of the word "sufficient."

682. I suppose if he could speak to a man in Dutch, and could write an ordinary letter in Dutch, and translate, that would be sufficient?—Yes.

683. We would not be particular if he made a few mistakes in grammar, because most of the Dutch letters he would get would be full of them?—Quite true.

684. If there was such a light examination there would be the advantage attached to it, by getting more marks of getting more chances of promotion. Even then you would not compel him to learn Dutch?—I think not; I do not think it would be wise, from all I know.

685. Supposing we did as they do in Canada; supposing we had an examination of merit, and we made Dutch an optional subject for admission but a compulsory subject for promotion. How would that answer?—I do not think I am in a position really to give an answer on these things. I have not given the subject very serious attention; and I certainly do not know the Civil Service regulations in Canada, so that I would rather not speak about them.

686. Even from an educational point of view, the man who knows two languages is a better man than the man who knows only one?—I am not inclined to say that, but I know that there are people who say so. If you look at history you will not find it to be the case. The intellectually greatest nation the world ever possessed was the Greek nation, and the Greeks knew not a single language but their own.

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687. You do not think that a man who knows two languages is a better man than the man who knows only one, or is it that you do not like to say that?—I do not think I would like to go so far as to say that.

688. *Mr. Vosloo.*] Speaking from a practical point of view, how do these inspectors who do not know Dutch manage the Dutch inspections? You have got cases, in some of the up-country districts, where they undoubtedly have to inspect schools where Dutch is taught?—Yes, especially country schools. The regulation by means of which I have tried to meet that little difficulty is by saying that no inspector should deal with a school of that kind by himself if he does not know Dutch, but he should call in the services of a neighbouring inspector who does know that language.

689. What do you mean by "a neighbouring inspector?"—That is to say, the inspector of an adjoining circuit.

690. You mean that a man who does not know Dutch cannot go to a place like Somerset East or Cradock without having another inspector, who does know Dutch, to assist him?—In the case of either Somerset East or Cradock I would most distinctly try to have an inspector who knew Dutch, and, as a matter of fact, we have.

691. Supposing a man has to go out to a farm school and has to inspect there?—That is just the difficulty in question.

692. You do not know how he manages his inspection?—I think I do.

693. How does he do it? Supposing an inspector who does not know Dutch goes to a farm school to inspect, and goes alone, how does he manage?—Where Dutch is absolutely required? That is the point.

694. Where Dutch is taught, and where, I should say, the teacher would like to have his Dutch classes inspected and a proper report given?—The number of those cases is exceedingly few.

695. But there are cases?—There are cases.

696. To my mind, it has always been a question, how does he manage it? Does he allow the teacher to inspect, or what happens in that case?—I would not say, because I cannot be present; but I know for certain, Mr. Vosloo, that the number of such schools is exceedingly few, and you do not legislate for the few; you have to pay attention to the general state of affairs and not to small individual schools.

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697. This is not a question of legislation yet?—I meant by legislation, administration rather.

698. I should very much like to know whether there is a limit to the time that is allowed per week for the teaching of Dutch in the first-class schools?—No, there is not.

699. I will tell you why I ask this question, and that is because this point has been raised in argument. It has been brought to my notice that it has been raised as an argument in favour of starting independent schools, when it was argued that the regulations only allowed one hour per week for Dutch?—I have never heard of such a regulation.

700. You mean that the time is altogether unlimited so far as the regulations go, and that it is left to the Committees to decide?—I have never heard a word in reference to a limitation of time.

701. *Mr. de Waal.*) In the regulations?—Never. I have heard of school managers making regulations.

702. Which you approve?—Yes, quite so; if I have no cause to interfere.

703. *Chairman.*) The point is this, that the complaint is made that the curriculum is so full with the ordinary work that there is no time left for Dutch?—That is a different matter.

704. Is that so?—I would not say that.

705. *Mr. de Waal.*) If the managers of the school should decide by regulation that a certain number of hours per week should be devoted to the teach-

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ing of Dutch, you would not veto that?—I have never interfered.

706. *Mr. Vosloo.*) You do not know that it is practically a general rule through the Colony that only one hour per week is taken for Dutch?—I know it to be a very common regulation, but it is not a regulation laid down by the Education Department.

707. If a School Committee should decide that more time than one hour per week should be devoted to Dutch, there is nothing in the regulations of the Department to prevent it?—There is not a word in the regulations to prevent it, and one would only want to know, if they gave more time to Dutch, that they were not neglecting something else; one would want to know that in giving more time to any subject other subjects were not neglected.

708. One hour per week is almost a general thing nearly all over the Colony, and some people argue, as a matter of fact, that they are prevented from giving more time than an hour to Dutch?—I am glad to have an opportunity to say that that is not the case.

709. That is what I want brought out in evidence, and I now understand that if there are complaints of that sort the School Committees can take the matter in hand themselves. Then there is another thing which I would like to know, and that is if you approve of a system, where a class is taking a certain language, of giving the instruction in another language? What I mean is this: supposing that I take a class in English, that is, the subject that the pupils take is English, but I give the instruction in Dutch, do you approve of that system?—I can quite well conceive of a case where it would be very desirable to do that, because the children might not know English sufficiently well, and the teacher would be doing only the right thing to make clear in their own language what he could not make clear otherwise.

710. You mean that if you take an English class and take Dutch children in English, although the subject is English you would give the instruction in Dutch because they do not know English?—Yes.

711. How will they learn English then?—They are learning it in the class; if the teacher does not make the explanation to them in Dutch, one fails to see how he can make any explanations to them.

712. You are trying to teach that child that particular language?—You are trying to teach the child English.

713. Yes, but you give the instruction in Dutch; would that be a way of assisting him to learn the language?—Surely; if he had not a sufficient control of English at the time, there would be little good speaking to him in English.

714. He is in a class which is being taken in English, and he must know so much of the language?—That is just the point. It is a question of how much he knows, and how much he does not know.

715. Of course, there may be very few cases of that description, but as a general rule you mean it would not be a proper thing to give the instruction to these children in Dutch when you are taking an English class if the children know sufficient of English to be able to understand the instruction in English?—That would be a totally different case.

716. That would certainly not be a proper thing?—No; I was going to try to explain to you that everything would depend on the stage of advancement of the children in the particular language in question.

717. We will take the case of children in the elementary class who know sufficient of both languages. When you are giving instruction and want to explain a fine point of the language being taught, do you think the instruction should be given in the language that they are learning?—

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Yes, I think it would be better, because it gives them more practice in the language; but I would carefully guard myself to this extent, that if I thought the children would not understand clearly what the teacher was trying to convey to them in that language I should expect him to use the other language.

718. *Mr. Blaine.*] You said that you consider it desirable that children who only knew Dutch and who were only going to be educated up to the 4th Standard should be taught in Dutch?—Yes, I went so far as to say that in commencing you must teach them through the language that they know.

719. Would you continue to teach them in that language up to the 4th Standard?—Not at all; I would not go so far as the 4th Standard.

720. I think you said that you thought other educational experts were of opinion that the one language could be taught with the other language?—Yes, simultaneously.

721. So far as you are concerned, I believe you try to follow the wishes of the parents; I understood you to say so?—Yes, very much.

722. *The Colonial Secretary.*] The whole thing, Dr. Muir, is that there is a difference purely of opinion. Some people are in favour of a compulsory knowledge of Dutch, whereas some of us, I think, are in favour of offering inducements to learn it. Taking the examination of teachers, of these two courses which do you advocate?—I think the whole of my career points to a preference for the lines of the last. Let us give encouragement to learn it, but never think of general compulsion.

723. Rather a point has been also made about the compulsory teaching of Dutch in schools. If I remember right, there were certain schools started between the years 1899 and 1902, when feeling was running rather high, and when sentiment was perhaps running a little bit strongly. These schools were established, I

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believe, by Churches and by Committees of people of Dutch extraction. Would you mind telling me what was the medium of the instruction given in the schools at Steynsburg, Dordrecht, Molteno, Adelaide, and any others that you can think of?—I think you have named the whole of those schools. So far as I know there were four schools of the kind, and two of them only could be classed of importance. There were only two really important schools of that kind, and those were the schools at Molteno and Adelaide. I do not know of my own knowledge what took place at Molteno, but I do know of my own knowledge that I found the instruction in Adelaide perfectly similar to what was going on in our own schools.

724. And that school was under the control of?—I suppose a local Committee, but practically the man who had control was the Rev. Mr. van Wyk.

725. Who is now a member of the School Board in the Fort Beaufort district?—Yes.

726. We have also had some discussion as to what is the Dutch language in the Cape Colony, which is really what it comes to. I understand that there are three forms practically. There is what is known as High Dutch; there is the new language, or rather the modification of High Dutch, which is used by the Taalbond, I think; and further there is the old Taal, or what is known as the Taal. Is that so?—Yes.

727. Can you tell me the difference between the first and the second?—Instead of calling it High Dutch, I would rather call it the Dutch of Europe.

728. *Mr. de Waal.*] Hollandsche?—Yes. The other form, which has been introduced here, is a modification of that in the direction of simplification.

729. *The Colonial Secretary.*] Is that in general use at present?—Not yet, but there is a great effort being made to put it in general use.

730. Do you anticipate that that effort will be successful?—I cannot say. I think it might be.

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731. There are a good many opponents to it?—Yes, and I was surprised to find that a good number of clergymen are opposed to it.

732. Are there text books in the simplified language?—I would not say that there is a complete supply of text books by any manner of means, though there may be an intention to supply them. They are prepared by Dr. Viljoen himself, and by Mr. Fouché.

733. *Chairman.*] When you say there are not text books enough, you mean that there are not text books enough supplied in this country?—Yes.

734. You are aware that this simplified form of the language has been a very long time in use in Holland, and that the text books could be got from there?—Yes, but I would not advise the bringing in of text books from Holland.

735. Why not?—For the same reason as I do not advise the bringing in of text books in English from England, because I think we ought to have our own text books here, and we are gradually introducing text books suited to the country.

736. *The Colonial Secretary.*] We have had put before us here examples of other bi-lingual countries, and a point was made that Alsace-Lorraine was a bi-lingual country. Well, the circumstances in Alsace-Lorraine, to my mind, are totally different from what they are in this country?—I would not for an instant bring the case of Alsace-Lorraine into comparison with Cape Colony. The circumstances are so different.

737. Nor would you bring Switzerland into comparison?—No. The case of Switzerland is almost analogous to that of Alsace-Lorraine, in so far as furnishing an argument for action in our country, because the circumstances again are so different. For instance, in Switzerland, you have three of the great languages of Europe, and two of them practically in a position of equality. You have in addition nations to the north and to the east speak-

ing the one language, and you have a nation to the west speaking the other language.

738. *Mr. de Waal.*] How about Belgium?—Yes, I happen to know Belgium too. The case in Belgium is, of course, more complicated.

739. I was educated there, and I find it is very much like it is here?—It is a very complicated state of affairs there.

740. *The Colonial Secretary.*] You have to consider, on the question of the inspectorate, not only a knowledge of Dutch and English, but of Kafir, and in some instances German also?—Yes, and I would say that the difficulty—if there is a difficulty existing—is far more trying in the case of Kafir than it is in the case of the two other languages. If there is anybody who has a complaint at the present moment, a serious complaint, it is the coloured people in the Territories. It is a most difficult thing to get hold of an inspector of any university standing, or of any standing in education, who knows Kafir.

741. With regard to the Civil Service, you are in favour in that case, as in the case of the Education Department, of giving advantages to those who know Dutch?—Yes, I would do that.

742. But you consider that the question of providing Dutch-speaking Magistrates, Magistrates' clerks, and so forth, in the districts where Dutch is used largely, is more an administrative matter than it is a question of compelling everyone in the country to learn the language?—Everybody in the country, or everybody in the Service, I should never dream of compelling to learn Dutch.

743. *Chairman.*] Do you think it advisable, where the two languages are spoken in any part of the Cape Colony, that the bi-lingual test should be officially recognised?—I am not sure that I know what is meant by "the bi-lingual test."

744. That all official documents shall be in these two languages, and that the official people shall know both languages?—I would hesitate very

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much to say that. If, as I said to Mr. de Waal, the people only knew one language, then I think it would be very fair that they should have an official who would be able to communicate with them; but it is so rare a thing, Mr. Chairman, to find the people only knowing one language, that one would hesitate to make a general rule that would apply to the whole of the Colony.

745. In the Native Territories you have got Kafir as the spoken language and English as the official language?—And Dutch.

746. Yes, but that is in the minority there. In the Dutch districts, like Elliot, Maclear, Matatiele and Kokstad, Kafir, of course, would take a subordinate position, and Dutch would take its place; but in the Native Territories themselves it is Kafir and English. Would you, in those Territories, consider that all official documents should be in both languages?—No, I do not think I would; I do not see any necessity for it.

747. Do you not think it would be an advantage in the administration of those Territories if the officials knew both languages?—It might be a convenience. As I have said with regard to inspectors and teachers, one would desire to see that no one should have to suffer a hardship by reason of any regulation, but that is a totally different thing from laying down an absolute law that so-and-so shall be the case.

748. Would you be in favour, for the Colony proper, outside the Native Territories, to officially recognize both English and Dutch as official languages?—I would not consider it a very wise thing to do.

749. Why not?—It would simply complicate matters without getting any corresponding advantage.

750. You do not think that to know both languages in South Africa is of such great advantage that to lay that down as a basis would be advisable?—No, I do not think so, honestly. I

think it would be an advantage, as I have said, to the man to know both languages, but it would not be an advantage to this country to have it laid down as an absolute law.

751. You put it to the Colonial Secretary that your policy as regards the Dutch language is that of inducement, not of compulsion?—Yes, so far as the Civil Service is concerned; that is what was spoken of.

752. Yes, and schools too?—Yes. I think in practice it works out so. The man who knows Dutch at the present moment is in demand. It is a question of supply and demand; it is a question of the market.

753. Do you consider that in our examinations now English is compulsory?—I have never said it is compulsory. In practice it works out practically that way, because everyone wants to know the English language.

754. *Mr. de Waal.*] It is practically compulsory in the three examinations?—Yes, but if you will allow me, I would like to say one extra word about English, as I think it has been a great deal overlooked. It may perhaps be thought that an Englishman has not the right to speak about his own language in terms of praise, but one has to recognize facts, Mr. de Waal, and you, as an European, know it. English is not in the same position as certain other languages in the world. English is what the Germans call a "*Welt sprache*"—it is a world-language; and we and the people of this Colony have to recognize it as such. On that account it is not fair to compare it with other languages that have not the same predominance and the same power.

755. *Chairman.*] That is perfectly true, and we do recognize that, but it is from the point of view of compulsion that I am cross-examining you. It practically works out that English is compulsory in the Colony?—Yes, it works out in that form,

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but it is not because it is compulsion, mark you. Shall I say it is a compulsion due to the person compelled wanting to be compelled?

756. Is it not rather that because English is the official language of the Colony no man can get on in the official line without knowing English?—I would not say merely because it is the official language; it is in part because of the desire to know a language of the importance of English.

757. With regard to the complaint made on the part of parents, and on the part of teachers, that Dutch takes too subordinate a position in the curriculum, can that be remedied in any way?—As I said to Mr. de Waal, I do not quite agree with that. There may be individual instances of that kind, mark you, but I do not think it is a general complaint. You will find, for instance, a case of this kind, where a farmer will suddenly take it into his head—and sometimes, I am sorry to say, from purely political reasons—to have nothing but Dutch or nothing but English, and he succeeds only in making the difficulty of administration greater without benefiting himself.

758. *Mr. de Waal.*] For political reasons?—Sometimes.

759. Does that not apply in other instances, where there is prejudice on the part of a man against allowing his child to learn Dutch?—Yes.

760. *Chairman.*] Take this pamphlet, "Syllabus of the Elementary School Course." In the whole of the pamphlet there is only one paragraph dealing with Dutch?—Yes, but is it not a very comprehensive paragraph?

761. It is a paragraph which might slip the attention of any one who casually looked through this pamphlet?—I would not mean it to be that and I do not think in practice it has been that.

762. And the impression of any one looking at the Education Department and the curriculum is that English is *the* language, and that Dutch is just tolerated here and there?—I would not use

the word "tolerated," you understand, Mr. Chairman; that is not my word.

763. What word would you use?—I would say that, so far as I am concerned, no obstacle whatever, and no slight whatever, has been placed upon Dutch.

764. Would you say that there is sufficient encouragement for those who desire to have a competent knowledge of Dutch?—I say that there is no obstacle at the present time in the way of any person learning as much Dutch as he pleases.

765. *Mr. de Waal.*] Except the scarcity of teachers?—Yes, which we cannot get over, and which applies to other things.

766. *Chairman.*] It is not a question of obstacle so much as a want of sympathy; they say there is no encouragement. Do you not think that a great deal of the agitation which there undoubtedly is in the country could be overcome by not approaching the question from the point of view of obstacle so much as from the point of view of encouragement?—I must say that this agitation you refer to is rather a new thing to me. I do not think that the agitation throughout the country is of that striking character. I regret sometimes to find that the feeling is rather too much the other way, namely, a feeling of absolute indifference to some of these principles you refer to. You have instances like this, where a parent—a Dutch parent—will actually remove his children to a non-aided school where not a word of Dutch is taught, and where there is no inspection.

767. *Mr. de Waal,*] Surely those cases are very few?—I think you are mistaken; there are plenty of such cases.

768. *Chairman.*] Is the fact that children are sent to those schools not due to the greater efficiency and inexpensiveness of those schools which are sectarian in character and therefore enlist the religious enthusiasm of very competent

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teachers for a comparatively small salary?—Yes, that is so.

769. Do you not think that this reply rather goes against our present undenominational system?—I would say the very opposite. Our system, as a system, is not affected. This is an exceptional denomination that we have been referring to; other denominations are not in the same position. Money in South Africa does not as a rule flow to other sectarian schools. The reason I mention this is to make clear that parents are very indifferent about those things you have mentioned, such as the preponderance of Dutch or the absence of Dutch. They look to other things besides that in deciding the question of the children's education.

770. But I understand from you that you have noticed that there is a stronger feeling now as regards the teaching of Dutch than there was formerly?—Yes, that is quite true; and not only that, but I think there is a greater production of local teachers who are able to teach Dutch than there used to be.

771. And if that continues, matters will in time right themselves?—I do think so; I think, without hot-house fostering, the thing is going quietly and steadily forward.

772. Of the inspectors given in this return laid on the table of the House last year as competent to examine in Dutch, have all of them got a competent knowledge of the Dutch language?—I would not say a "competent knowledge of the Dutch language," because that is a very different matter. There are few people who have a competent knowledge of the Dutch language.

773. Do you encourage them at all in becoming more competent?—I would not say that, because I lay it down as a rule that they ought all of them to qualify themselves. I think you will see I made a distinction in the return, where it says they are competent to examine up to Standard VII.,

because that is really what is wanted in the country schools.

Dr. T. Muir, C.M.G., LL.D., M.A., F.R.S. — July 20, 1906.

774. *Mr. de Waal.*] In order to obtain what I might call a working knowledge of the Dutch language, a man would not be seriously handicapped by the fact that there is a simplification of the language going on in the country?—No.

Mr. Johannes Arnoldus Vosloo, M.L.A., examined.

Mr. J. A. Vosloo M.L.A. July 20, 1906.

775. *Chairman.*] You are a member of the House of Assembly, representing Somerset East?—Yes.

776. And you are a member of this Committee?—Yes.

777. You are the Secretary of the Divisional Council for Somerset East?—Yes.

778. So that you come in contact with the people of your district very often?—I know the whole of the district.

779. And your district is largely a Dutch-speaking district?—It is predominantly Dutch.

780. What is your experience as regards the use of the Dutch language in the Magistrate's Court?—I may tell you that I have been asked by some of the old Dutch-speaking farmers, who do not know a word of English, as often as three times in a day to accompany them to the Magistrate's Court for the purpose of interpreting for them when they want to do business there.

781. Is there not an interpreter there?—No, there is no interpreter. I am, of course, speaking of cases where they go to the Court to transact business, and not to give evidence before the Magistrate, but where they have to do business with the clerks. We had two Oxford B.A.'s there, and these two gentlemen did not know a word of Dutch, and when some of the farmers had to transact business with them at the Magistrate's Court, the farmer himself had to go and get an interpreter to interpret for him.

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782. Does the Magistrate know Dutch?—I shall come to the Magistrate just now, when we come to the point of giving evidence in the Court before him. I am speaking now of cases where the farmers come in to transact business at the Magistrate's Court. The one clerk, for instance, had to do with the issuing of licences to get guns and ammunition, a thing which the people in our district are largely interested in, and in many instances, if a man cannot speak English, he has to get an interpreter.

783. He has to get an interpreter himself?—Yes.

784. Is there not a competent man in the office who can interpret?—Yes, there are men in the office competent to interpret, but that is not their duty.

785. And so these farmers have to come to your office outside to get you to go and interpret for them?—Very frequently.

786. Has that happened more than once?—It has happened more than once.

787. Is that not felt as a great grievance by the people?—I should think so, and that is where the agitation comes from to have a knowledge of Dutch compulsory in the Service.

788. Are these two Oxford B.A.'s you speak of still there?—No, they have gone now. One is here in Cape Town, but I do not know where the other one is.

789. They did not pass the Civil Service Examination?—No, not at that time. I do not know for what reason the last one was taken away, but he was removed. The first one was not taken away because he did not have a knowledge of the Dutch language, but for some other reason. Both were efficient clerks in the Service, but the lack of knowledge of Dutch was certainly their weakness, and it was a serious complaint.

790. As regards the Magistrate, what is the position?—I will tell you what happens there at the present time. This thing was going on for nearly

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two years, and I did not know it, until one day when I very nearly got a hiding in my office from an old gentleman who came over from the Magistrate's Court. He is an old Dutch farmer, a well-to-do man; he is his own boss, and he is a well-respected man. He came in to attend at the Court, and he went into the witness box in order to give evidence in a case, and a native who is employed in the office was called to interpret for him. This thing had been going on for nearly two years, and I did not know it until he came into my office and kicked up a tremendous row with me. I tried to explain that I was not responsible for it, but he said, "You do not kick up enough row in Parliament about this thing." And he went on to say, "If I am called again to give evidence, and this thing occurs, whether it is contempt of Court or not, I shall refuse to give evidence." That is what actually happened. I may say, with regard to this native, that I do not want in the least to reflect upon his integrity. He is one of the best natives we have got in Somerset East. I afterwards went into the Court and saw the same thing going on with another man, and I could see that the native himself feels out of place; he does not know how to address the man he is interpreting for. I have seen cases where Magistrates, if a man cannot give his evidence in English, take the evidence from him in Dutch, and then, of course, record it in English, but our present Magistrate does not do that; and the Chief Constable, who is the prosecutor, does not understand a word of Dutch, and so the native is called in to interpret.

791. Does the Magistrate understand Dutch?—I should say he does not understand sufficient to take a man's evidence. He might do so, but I should say not.

792. That is to say, if this man were to avail himself of the law and demand that his evidence be taken down in Dutch, the Magistrate would not be able to do it?—I do not think so.

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793. And, consequently, the administration of justice in the Magistrate's Court there suffers?—If he had to take it in Dutch, I should say it would; but then, as I tell you, he gets the native to interpret for him.

794. Is there anything further you wish to bring to the attention of the Committee?—I have heard the question pressed here as to complications it would lead to if you made a knowledge of the Dutch language compulsory in your Civil Service examinations. I am in favour of having that, because I think the complications will be quite the other way. I would not in the least go so far as to say that those officials we have now got in the Service, and who do not know Dutch, should be put out of the Service, or that they should be put in any inferior positions than they are now occupying. I would keep them on as they are. But, in order to meet cases like I have mentioned, in order to give satisfaction, and in order to have no complications in my administration, I certainly would not take on men in future who have not got a knowledge of both languages. I would not demand from them the same knowledge in Dutch as in English, because we recognize that the English is, as Dr. Muir just now tried to emphasise, a world-language but I would certainly say that they should have a sufficient knowledge of the Dutch language to be able to allow a man who does not understand English to transact his business with them officially in Dutch. Why I say I think it will lead to complications if you make it the other way, that is if you say, "I will just offer an inducement to them to learn Dutch," is for this reason. It will then become a matter of administration, and it will become a very difficult matter of administration, and you will have many difficulties. Take, for instance, the case of a man here in Cape Town. You will keep him here because he only knows English. But this man's health may become defective, and it may be necessary to remove him from here to an up-

country district where there is a healthier climate. Then you find he is debarred from being removed up there, because he only knows one language. It certainly will, in my opinion, lead to difficulties and complications.

795. *Mr. de Waal.*] Have you read the return put in by the Under Colonial Secretary?—I have a copy, but I have not read it yet.

796. If you will refer to page 4 of the printed slips, where it deals with the Department of the Attorney-General and the making of appointments in the Divisional Courts Establishment, you will see it says:—"In so far as the appointment of officers in the Divisional Courts Establishment is concerned, it has been the recognised practice of this Department to study the interests and convenience of the public, as far as practicable, by stationing in districts where the Dutch language predominates as the medium of conversation, officers having a working knowledge of that language." To your knowledge, has that been done in Somerset East?—I do not know what the position is to-day, but when I left there before the Session, the Magistrate and the Chief Constable, who has to prosecute, did not know the Dutch language.

797. It has not been done?—No.

798. And, as a result, interpretation takes place?—Yes.

799. And interpretation by a native?—Yes.

800. Is this objectionable to the white men in the district?—It is certainly felt as not being the proper thing; and I think the native feels it too—he feels very uncomfortable.

801. You think it has a bad effect on both races?—Yes.

802. Do you think that interpretation should be done as between a white man and the Magistrate—that is where interpretation is necessary, as between a white man and the Magistrate—by a white man?—Yes, decidedly.

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803. Is the Dutch Language Judicial Act passed by Parliament in force in the Somerset East district; that is, the Act of 1884?—I could not say that; I have never traced that.

804. You say the Dutch people are predominant in that district?—Yes.

805. And you know that the Dutch Language Judicial Act of 1884 gives them very considerable rights in dealing with Divisional Courts?—Yes, but that Act is permissive, is it not? I do not know whether it has been put in force or not there.

806. You must admit that where it has been put in force, the Magistrate is obliged to allow Dutch in his Court? It can be claimed as a matter of right?—Yes.

807. But you do not know if it has been put in force in the Somerset East district?—I cannot tell if the permissive part has been put in force.

808. Do you think it should be put in force at once in your district?—Yes, I do.

809. And I suppose you will take steps to have this matter put right?—I am not practising in the Court.

810. But you will use your influence in that direction?—Yes.

811. In addition to the Act passed in 1884, Parliament passed another Act in 1895 which is called the Magisterial Act?—I do not know that Act of 1895 you refer to.

812. On the same page 4 of the Under Colonial Secretary's return furnished to this Committee, under the heading "Attorney-General," it says:—"In regard to Magisterial appointments, section 24 of Act No. 32 of 1895 provides that no person who on the 1st January, 1887, had not served 10 years or upwards in the Civil Service may be permanently appointed as Resident Magistrate or Assistant Resident Magistrate, or may be appointed as Acting Resident Magistrate for more than three months, unless he has passed the Civil Service Law Examination, has had at least five years' service, and

possesses a sufficient knowledge of both the English and Dutch languages." Were you aware of that?—This Magistrate I have referred to was appointed before 1887.

813. I am coming to that. You are aware that that is so?—Yes.

814. You have an old Magistrate at Somerset East, a man who would come within the period before 1887?—Yes, he comes before 1887; he is an old official.

815. Are you of opinion that these old Magistrates, who do not know Dutch, should not be sent to these Dutch-speaking districts like Somerset East?—I should think decidedly not, because we have very many cases where men of importance in the district have to do with the Magistrate.

816. So that in the case of Somerset East, with reference to the Magistrate as well as to the clerks, the recognized practice of the Department which the Attorney-General speaks of has not been applied?—No.

817. Assuming that you had a Magistrate and clerks who had a working knowledge of Dutch, and you put into force the Act of 1884 to which I have referred, do you think you would then be sufficiently protected so far as this matter of complaint is concerned? Supposing your Magistrate and your Magistrate's clerks all spoke Dutch and English, and supposing you used the machinery of the Act you have got for the purpose of compelling Dutch to stand on an equality with English, would you then be sufficiently protected?—You mean if the Magistrate had a sufficient knowledge of Dutch so that he could take down a man's evidence?

818. Yes, that is a working knowledge of Dutch?—Yes.

819. Supposing he had a Dutchman in the box, and he could speak Dutch to him and ask him questions, that would be a working knowledge of Dutch?—Yes.

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820. Then you would be satisfied?—Yes.

821. So that if the Attorney-General's Department kept to what is laid down in this memorandum, coupled with the machinery of the Acts I have told you of—those of 1884 and 1895—it is your opinion that this grievance of your district would be remedied?—Yes, so far as our Magistrate's office is concerned it would be.

822. Of course, you cannot say why it is these people who do not speak Dutch have been sent to your place?—I have just now explained. I say if you have people in your Service who have not got that knowledge, it becomes a very difficult and a very complicated matter of administration. I do not for one moment——

823. Do you think, by making Dutch compulsory in the Service, that difficulty would be obviated?—Yes, decidedly.

824. *The Colonial Secretary.*] Who is the Civil Commissioner of Somerset East now?—Mr. Wollaston.

825. He has been in the Service a long time?—Yes.

826. And he has been in Dutch districts?—He has been all over the Colony; there is hardly a place where he has not been.

827. And you have not heard any complaints from the Dutch districts where he has been?—From the Dutch districts?

828. Yes?—You had better not ask me that.

829. He was in the district I was in ten years ago, and he could speak Dutch perfectly well then?—You had better not ask me that question.

830. We will go back a little further: who was the Magistrate before Mr. Wollaston?—Before him we had an Acting Magistrate, Mr. Syme.

831. How long was he there?—About a year.

832. Is he a Colonist?—Yes.

833. Does he speak Dutch?—Yes.

834. Perfectly?—He used to take down evidence in Dutch.

835. And before that who did you have?—Before him we had Mr. Howe.

836. Could he speak Dutch?—He was not very competent, but he also took down Dutch; I saw him taking down Dutch.

837. And before him?—Before him we had Mr. Graham.

838. Was he able to take down Dutch?—Yes.

839. So that you have had three Magistrates in past years, as against one at the present time, who have all been able to take down evidence in Dutch?—Yes.

840. So that the complaint now is of recent date and does not extend over a long period of administration?—No; Mr. Wollaston has been there two years.

841. Does the Police Inspector speak Dutch?—There are two Inspectors—an Inspector and a sub-Inspector. They can both speak Dutch, but I can tell you that in the force——

842. I am not asking you that question now; I will come to that presently. The Inspector of Police, you say, speaks Dutch?—Yes.

843. Thoroughly?—The one is a Dutchman, and he speaks it thoroughly.

844. *Chairman.*] Is that the Inspector or the sub-Inspector?—The sub-Inspector. The Inspector is an Englishman, but I think, although I have not spoken to him yet that he knows Dutch.

845. *The Colonial Secretary.*] The Inspector's name is Berrangé, is it not?—No, Berrangé is up in Aliwal North. His name is Harvey.

846. He is a Colonist?—Yes.

847. And he speaks Dutch?—Yes.

848. And the Sub-Inspector speaks Dutch thoroughly?—Yes.

849. And before that you had Police Inspectors who spoke Dutch?—I really could not tell you who was there before.

850. Berrangé was there a short time before?—He was not there long.

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851. But he was there for some time ?—He was there a few months, and then lost his wife. But I can tell you, Mr. Colonial Secretary, that in regard to the force there are a good many complaints. As a matter of fact, I asked about this two years ago. Recently I have not inquired into it.

852. I gave you the position two years ago in the House, but the position to-day is vastly different from what it was two years ago ?—I inquired into it, and I found that there were only eight Colonials in the force about two years ago.

853. Two years ago ?—Yes.

854. And now ?—I have not inquired into it recently.

855. You are not in a position to say ?—No, but I can tell you this, that I have had complaints from many in the district. You put the question the other day, and that is why I touch on this point now. There are many in the district who would be very anxious to join the service, but there is no opening for them.

856. Do you know if they have offered to join the service ?—Yes.

857. Do you know that they have been refused ?—Yes, in the town I know of three who have been refused.

858. What class were they ?—They were Colonials.

859. There are all sorts of Colonials ; what sort were they ?—One of them was appointed about nine months ago by the Divisional Council as Assistant Inspector of Roads, so that will give you some idea of what kind of man he is. There were 22 applications for that post, and he was selected as the one to fill it.

860. Do you know that he was refused ?—Yes.

861. Are you perfectly certain of it ?—Yes.

862. Were you present when he was refused, or do you know it from hearsay ?—No, I was not present, but he told me himself.

863. With regard to the native, you say the native does interpreting in the Court ?—Yes.

864. He does it generally, does he not, that is interpreting; and he interprets constantly from Dutch to the Magistrate into English?—From Dutch into English.

865. Does he interpret from Dutch into Kafir, if there is a Kafir case?—If there is a Kafir case, he will interpret from Kafir into English.

866. Supposing it was a Dutchman in Court, surely he would interpret from Dutch into Kafir?—Yes.

867. And he would interpret from English into Kafir?—Yes; he interprets for the Magistrate in the case of natives.

868. So that if an Englishman has a Kafir case, he would interpret?—How do you mean "a Kafir case"?

869. Supposing a native is brought up before the Magistrate, we will say for stock-stealing, and Kafir is spoken in the case, the interpreter would probably be called upon to interpret between the Kafir——?—Between the accused and the man who is giving evidence?

870. Yes?—He would, but not between the man who is gives evidence and the Magistrate.

871. He would interpret between the accused and the man who is giving evidence and between the accused and the Magistrate?—Yes, because he is the interpreter for the accused, and he would interpret between those; but he would not interpret between the Englishman giving evidence and the Magistrate.

872. No, of course not, because the Magistrate can take it down?—He is interpreter for the native who is accused, but he is not interpreter for the man who is in the witness box.

873. Then you think there is a grave difference between interpreting for one man and interpreting for another man?—I should rather think so. He is appointed interpreter for the Kafir, and consequently you cannot get away from it, he must interpret between the Kafir and the Magistrate

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and between the Kafir and the witness ; but when you appoint him as interpreter for the witness, who cannot speak the English language even, it is entirely a different thing.

874. You draw a very distinct difference between this and interpreting from the Dutchman to the Magistrate ?—No ; the question is——

875. I only want my question answered, and not a long explanation. You say that the Dutchman is very much put out because the native interprets between him and the Magistrate ?—Yes.

876. Is that so ?—Yes, because he is appointed to interpret for him.

877. You say there would be no grave objection for the native to interpret between the Englishman in the box and the native who is accused ?—No, because he is appointed to interpret for the accused.

878. So that the whole thing hinges on who is the accused ?—For whom the appointment is made.

879. That is the whole difference ?—Yes.

880. And the Englishman should not be insulted because the native is translating as between him, as an Englishman, and the native who is accused ? —No. He interprets for the accused as between him and the Englishman and the Dutchman in both cases. There a complaint has not been raised. But when he is appointed to interpret between the man in the box—the man who is giving evidence—the witness—and the Magistrate, it is an entirely different thing, and that is where the complaint is.

881. Do you not think that after all it is only the difference between tweedledum and tweedledee ?—If you think it is a proper thing, I have nothing more to say.

———

Wednesday, 25th July, 1906.

PRESENT:

Mr. MALAN (Chairman).

The Colonial Secretary.	Sir John Frost.
Mr. de Waal.	Mr. C. J. Krige.
Mr. Blaine.	Mr. Tod.

The Honourable Jan Hendrik Hofmeyr, examined.

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882. *Chairman.*] You are a member of the Executive Council?—Yes, nominally.

883. And you were for a long time a Member of the Legislative Assembly for the Division of Stellenbosch?—Yes, for 16 years.

884. You have had a large and wide experience of the administration of the country in general?—I know something about it; one cannot help picking up information from reading the newspapers, seeing people, and talking about things.

885. What is your principal idea about the language question in this country; should it be a bi-lingual country or a uni-lingual country?—It *is* a bi-lingual country, and we should, I think, recognise the fact in our examinations, in the Civil Service, in our Courts of Law and Justice, and in everything.

886. Would you have two official languages?—Yes, so far as we can practically do it. I would come as near to the ideal as is done in the Dominion of Canada.

887. What do you take to be the position in Canada?—If you read the British North American Act, you will see that English and French hold an equal official right in the Dominion Legislature and in the Dominion Courts of Law. The various States have very large local powers to manage the language question themselves as regards schools.

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888. Do you know at all what the position is in the schools in Canada?—The educational system of Canada is a very elastic one. There are a number of Universities, which are nearly all denominational. You have got a practically Roman Catholic University in Quebec, and you have Roman Catholic colleges in Ontario; you have a University representing the Church of Scotland, and one more or less representing the Church of England, and a college for the Methodist Church, and one for the Episcopal Methodist Church. All the Universities have power to confer degrees. Then also there are the "public schools" and the "separate schools."

889. When you speak of Roman Catholic Universities, that practically means French Universities?—Practically that, although in Ontario also there are Roman Catholic colleges; and as Ontario contains a very considerable Irish Catholic population, there it would be mixed French and English.

890. What is the position of the language question at these Universities?—Every University has large powers, so my idea is that they regulate the language question very much as they like.

891. Each one for itself?—Yes.

892. Have you got any idea as to the number of candidates that have passed in the different examinations?—I do not know the number of candidates in the Universities; I only know about some of the schools. They have got what is called "separate schools," which we would perhaps call denominational schools here. In Quebec these would be more or less English schools, and the "public schools" would be more or less Catholic and French schools. In Ontario, on the other hand, the "public schools" would be English, and the "separate schools" would be Catholic or French. There is an educational provision in Canada that when a person wishes his child to go to a "separate school," the rate paid by him goes towards the

support of that school, and does not go to the "public school." I have not got very late returns, but I find that in the Province of Quebec, in 1898, there were 204,259 pupils in the "public schools," as against 102,260 in the "separate schools." The "public schools" had 5,900 teachers, whilst the "separate schools" had 3,642 teachers. In Ontario the "separate schools" are not so strong, because the population is more homogenous, and less mixed.

893. Would you advocate this system of denominational or "separate schools" in this Colony?—I should not like to mix up religion with this matter. I prefer myself to see our children of different denominations and different languages educated in one and the same school. I think that is more in harmony with a bi-lingual system, and I would arrange the schools accordingly. I should not like to see an English school for English children, and a Dutch school for Dutch children. I would like the English boy to learn Dutch from the Dutch boy, and the Dutch boy to learn English from his English comrade in the school, and with whom he is going to mix in after life.

894. Do you think our schools and the curriculum as it is now satisfy your idea of what should be taught in the schools?—I am not a specialist in the school system, and I can only judge by results. The result I know is this, that not one out of six boys—or girls either—who leave school can write a decent Dutch letter, and most of them write decent English letters—comparatively speaking. This, to my mind, shows that there must be something wrong in the system so far as the Dutch language is concerned.

895. To what would you ascribe that?—I would ascribe it to the system: to shortcomings in the curriculum, to shortcomings in the inspection, to shortcomings in the examinations.

896. Do you think that there is sufficient sympathy shown with respect to the language of a

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large number of the inhabitants of this country—the Dutch population mainly—in the school curriculum ?—There is a pretty general impression that such is not the case, and again I would say, judging of the matter by the result. of the tree by fruit, I believe the impression is correct ; otherwise your children would be able to write Dutch more correctly than they do at present.

897. Would you be in favour of having Dutch as the medium of education in certain schools ?—I feel that every Dutch child—that every child—should be taught at the commencement of his school career in the language of his parents—that is, his own language. Then as soon as possible you should have mixed classes, and if the teacher knows Dutch as well as English he can teach in the two languages in the same class, and the children will learn more of the two languages in this way than they would otherwise do. I speak of my own experience as a boy. That is how I was taught as a boy, in the old "Tot Nut van 't Algemeen," and when I went to the South African College I found that I was as far advanced in English as any English boy of my own age, and that I was quite as far advanced in Dutch as any Dutch boy of my own age. That is my personal experience.

898. And you find that the boy who has been educated in his own language at the commencement has got a better grip of the subject than a boy who has been educated from the very commencement in a language which he does not understand ?—Of course.

899. You said just now that you did not think that the inspection of schools was satisfactory ; in what way is it not satisfactory ?—I have been told that there are several inspectors who do not know Dutch at all, or who know Dutch very imperfectly, who inspect in that language. On one occasion an inspector who was speaking in Dutch to the parents of the children was asked. "As a favour, please

speak in English; I will understand you better." And I have heard of an inspector who once gave dictation to Dutch children in Dutch, but he did it in such a manner that one of the parents came to him with tears in his eyes and said, "Please do not examine my children in Dutch any more; do it in English."

900. That, of course, does not lead to the teachers paying much attention to the Dutch language?—The teachers, from the impression that I can gather, believe that Dutch work does not lead to the same satisfactory results with the Department as English does, and therefore do not feel encouraged in Dutch work, the more so as English is of so much higher value in all examinations. The teachers often, no doubt, think it is to their interest to stand well with the Department, and with the inspectors, and so attach more importance to the teaching of English and do as little Dutch work as possible.

901. The mission schools in the Cape Colony are also largely for Dutch-speaking children; is that not so?—It is well known that nearly all our coloured children speak Cape Dutch, and that these children attend mission schools.

902. Have you got any information as to the position Dutch occupies in the mission schools?—A friend of mine—I will not mention his name, as he might not like it—who is in a position to know, told me that he had never heard that the Education Department ever uttered a word to encourage the teaching of Dutch in those schools. On the other hand, I was informed that certain inquiries were often made whether a sufficient stress was laid on the study of English in all classes of coloured mission schools. One inspector energetically opposed Dutch in certain mission schools and practically prohibited it. I have the names of two such schools here, but I will not give them to the Committee. Another inspector—I have his name—completely abolished the small

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Dutch reading books, and when others subsequently visited those particular mission schools no Dutch was being taught there, although the pupils are all Dutch-speaking children. In a third case, at the mission school of————(I will not give the name), the inspector gave instructions that the teacher, in explaining to the children what they had read in the English reading books, should not be allowed to make use of Dutch. For instance, the expression "he hardly noticed it" was explained by the pupil to mean the same thing as "he scarcely observed it"; but when asked what those sentences meant it appeared that not one of those in the class had the least idea of the meaning. They had simply been taught to repeat mechanically and parrot-like two sets instead of one set of words, neither of which they understood. Again, "a small increase" was defined as being "a slight advance," but both expressions proved to be equally meaningless to the pupils; and so on through the whole reading book. Why was this? Simply because the teacher had been ordered to teach these Dutch-speaking children English through the medium of English. They were taught like a lot of parrots. And this is called "education!"

903. You are convinced from your experience that very much the same thing applies to some of the Dutch-speaking schools of the second and third class and in "farm schools"?—Yes, even in "farm schools" very much the same sort of thing happens.

904. We have got it in evidence that there is a scarcity of qualified inspectors who know Dutch; do you think that there is such a scarcity?—Of late several high-class institutions have gone in for the thorough teaching of Dutch, and they have turned out so many highly qualified men in Dutch, men holding University degrees, that I should be very much surprised if no competent Dutch in-

spectors could be obtained provided proper inducements were offered.

905. We have it in evidence that inspectorships have been offered to several teachers of high schools, but that they have refused; are you surprised at that?—I do not know who they are, but one knows that it is not every one who likes to go travelling about; but I think if extra pay were offered a man because he knew Dutch as well as English he might accept the post.

906. Would you consider it a *sine qua non* for an inspector in the Colony proper—that is to say, excluding the Native Territories—to know Dutch?—In a bi-lingual country it is a matter of course that he should know Dutch.

907. And for the Native Territories?—In the Territories we can make the system more elastic. I would suggest native languages to some extent.

908. That brings me on to the question of our Public Service. What would be your idea as to the Civil Service examination as regards the bi-lingual test?—I think the Civil Service examination should have papers to test the knowledge of candidates in Dutch as well as English, and candidates who pass in those two languages should be eligible for appointments through the whole Service of the Colony. With regard to the Native Territories, I should say that if a candidate were to pass in Kafir and not in Dutch, I would make him eligible for an appointment in the Native Territories, but not outside unless he subsequently satisfactorily passed a Dutch examination.

909. So that you agree with the form of the Civil Service examination before it was altered in 1902?—Yes, although the Dutch examination in those days was a rather weak one—still, it was something.

910. Do you not think there is a scarcity of teachers in Dutch to qualify candidates for the Civil Service examination?—I will first deal with the candidates. I would say that if for any reason there

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was a shortfall of fully qualified candidates for appointments in the Service, I would appoint those who failed in Dutch, but who otherwise passed, to "temporary" appointments in the Service and to hold those appointments subject to discharge whenever fully qualified candidates did offer themselves unless such "temporary" holder of an appointment himself passed such examination in Dutch. As regards the teachers, I think they are to be had, and I think there are a good many. I think if you advertise for a Dutch teacher with a good salary you will get a good many applications. I have one instance before me now. A gentleman of the name of Enderdyk called yesterday at my house. He is a Hollander, and a teacher of modern languages. He told me he had passed the Dutch teachers' examination in the Netherlands in the first class—and, as Mr. de Waal knows, that is a rather stiff exanination. He held diplomas in Dutch, French, and English. He held an appointment in one of the Transvaal Government schools of the second class for five years, but in consequence of the war he had to go to Europe. He returned to South Africa in 1905, and was employed by the Education Department here as headmaster of a school at Phillippi, at the Cape Flats.

911. A German school?—Yes, a school then attended by German children to a great extent. They appointed him because he also knew not only English but also German. But the Germans, or the German Church rather, instituted an action against the Government to make over the school buildings to the Church, and they gained that action; and in consequence of this the school came down to such an extent that he felt bound to go. He then entered into communication with the Education Department and gave in his name for an appointment as teacher. He was recommended by Dr. Viljoen, of Stellenbosch—who I think you have had before you, and who is perhaps the highest authority on Dutch in South Africa—and

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by Mr. Fouché, the headmaster of the institution at Robertson—another high authority. Although he entered his name with the Education Department in December, and is still ready to take an appointment as Dutch teacher in a school, up to the present moment he has got nothing, and he is now a private teacher of Dutch in Cape Town. I could lay my hand on several other gentlemen of high attainments who would be ready to accept Dutch teacherships ; and I daresay some qualified men would be found even in your own office, Mr. Chairman, who would like to go as such, if sufficient inducements were offered.

912. Candidates who enter for the Civil Service examination usually attend special classes ; is that not so ?—Yes ; there are very few gentlemen who enter for the Civil Service examination who do not enter special Civil Service examination classes, particularly with an object to précis writing, proof-reading and several other subjects. Such classes are to be found at Cape Town and, I think, Rondebosch ; and there would be no difficulty to establish such classes at King William's Town and Graham's Town—where you have of late appointed very competent Dutch teachers—and in Graaff-Reinet, Somerset East, and other places.

913. Would it not be advisable to confine a knowledge of the Dutch language to the Dutch districts for our Civil Service ?—No, and I will give you my reasons for saying so. Firstly, because that would not harmonize with the principle of bi-lingual equality. Secondly, because there are very few exclusively Dutch districts in the Colony, even in the Transkei. Thirdly, because Dutch subjects, like English subjects of His Majesty, travel all over the Colony ; they use the railways, telegraphs, post offices, in every part of the Colony ; they come in contact with Resident Magistrates, Judges, police, railway officials, everywhere ; they send telegrams in Dutch and receive telegrams in Dutch, even from so-called most English districts,

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they send letters addressed in Dutch to and receive similar letters from such districts; so that it is palpable that a knowledge of Dutch is necessary in the Civil Service all over the Colony. Fourthly, because it would be very unfair to Dutch-speaking officials ————————

914. What do you mean by that?—I mean that if you send only Dutch-speaking officials to Dutch districts, and English-speaking officials only to English districts, those candidates who pass in Dutch will be sent to the outlying, *achter veld* or "back country," to the most unpopular districts, whilst those with a knowledge of only one language will get the plums in the Service. I will illustrate it by a little anecdote which I have got written down here. Not long ago in a conversation with two Resident Magistrate's clerks at ———— the question of Dutch in the Service came on the tapis. The first clerk, who was a Dutch Colonist, complained that through his knowledge of Dutch he was worse off than those who knew no Dutch, because from this fact he knew he had been kept for years at a far-away place, across the Orange River, I think; and for the same reason he was brought to another out-of-the-way small village, though nearer to Cape Town than the other place. Through his knowledge of Dutch he did not get the chance of promotion to more desirable places which fell to the share of others who knew no Dutch. The second clerk, a Colonial Englishman, who did not know Dutch, thereupon remarked, "I won't be such a fool as ever to learn Dutch, so that there will be no fear of my ever being sent to that small remote Dutch village."

915. *The Colonial Secretary.*] Was this said to you personally?—This was repeated to me by a gentleman who was present, and who is a man worth believing. I give this in order to illustrate the impression that exists in the Service. It may be well-founded or not, but it is the impression.

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Furthermore, fifthly, I object to demanding Dutch from Civil Servants only in Dutch districts, because it would practically split up the Civil Service into English and Dutch sections, and thereby accentuate racialism. Sixthly, though not leastly, I object to it, because it would interfere with the homogeneity of the Service, with the interchangeableness of officers, and with the system of the freedom of selection of officers by the heads of Departments for various positions. Finally, requiring a knowledge of Dutch from Civil Servants generally would save the Government, and to some extent the Civil Service Commissioners, from being pestered for appointments by gentlemen from abroad only recently arrived and armed with influential recommendations; and it would prevent the recurrence of keenly-felt grievances, such as, for instance, the suspension some time ago of the Civil Service examinations altogether, to the disappointment of many Colonial candidates and parents—and why? Because some 50 or 60 recently-arrived men had had to be provided with billets in the Civil Service—an incident that would be practically impossible in either Australia or Canada.

916. *Chairman.*] When was the Civil Service examination suspended?—Shortly after the war. The first suspension was by Sir Gordon Sprigg, and I think the number of recently-arrived men provided with billets was 56.

917. We have now dealt with the ordinary administrative departments of the Civil Service, but we have got some other departments—what is called in the report of the Civil Service Commission "Other Civil Establishments"—such as the lower grade appointments in the Railways and Post Office?—I think these departments are most important, as bearing upon another subject that has been before Parliament, and that is *the Poor White Question*. Many of these appointments also, I know, were filled up by men from abroad. I do

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not say that anybody is to blame for that, but when you are filling up the lower ranks of your Service —your railway carriers, your letter carriers, your lower postal employees, your lower telegraph employees, your lower railway men, your railway guards and porters, your policemen, your Cape Mounted Police, and men of that stamp —if these appointments are filled from abroad, it stands to reason that, in any population, a section of the people must go unemployed. Hence, to a great extent, *the Poor White Question*. My idea is that you should have special schools, not only to teach them the three R's, but to train your poorer whites in methods of order, obedience, sobriety, and methodity, with an eye to filling up vacancies in those lower ranks of the Service, and so far as possible pass those people from those schools into those branches of the Service. And it would be very easy to teach elementary Dutch in connection with those schools. If all your telegraph clerks knew Dutch, Dutch would be very much more used in telegrams than it is at present. I myself now tell my friends, if they send me telegrams, to choose English.

918. Why?—Because from practical experience I find that Dutch telegrams are very often so mangled that one cannot understand them. I once sent a telegram from a place down-country—I will not mention the name of the place—to a relative of mine in Cape Town, but when I came back here I found he could not understand the telegram—and I could not understand it myself as he got it—and I then remembered that the telegraph clerk had said to me at the time, "Can't you write English? If you do not know English, I will get some one to translate it for you." I said, "Thank you very much, but I want to send it in Dutch"; and that was the result: my relative could not understand it. Recently I got a telegram from the Rev. Mr. du Plessis, of Pietersburg, in the Transvaal, which I have brought with me. It is addressed to

"Edile J. S. Hofmeyr, Cape Town." There are two mistakes already, in the first line. And it goes on: "Wanneer opent Parliment daag." There are two more mistakes.

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919. *Mr. de Waal.*] Is that all?—I wrote to the reverend gentleman and sent him this telegram, and asked him to be so kind as to write on the back of it how he sent it originally. He replied, and the telegram as he originally sent it is written on the back of the message, as follows: "Ds. du Plessis. Edele J. H. Hofmeyr, Kaapstad. Wanneer opent Parlement daar." So you see there were no less than four mistakes in the telegram, as I received it. Of course, it is not clear whether those mistakes occurred in the Transvaal or down here; that is an open question. At the same time as he returned the telegram to me, Mr. du Plessis wrote me a letter, in which he says (I will translate it):—"Some time ago I received a telegram from Bloemfontein from an interested father: 'Kan Postma kind *koop*' (literally 'Can Postma buy a child'). I, however, grasped the situation, and understood that he wanted to know if he could have his child baptised by the Rev. Postma. And I remember a little incident, after the peace, at Burghersdorp railway station. I wished to send a telegram to my brother-in-law, Mr. van Rooy, who is now a Member of Parliament for Middelburg, to inform him that I was coming. I wrote the telegram in Dutch, but the young fellow refused to accept it and to send it because it was in a 'foreign language.' I tried to make it clear to him that it was no foreign language I had been using, but that was of no avail. He then demanded of me additional pay, upon which I asked him for his name, as if I intended reporting him. He would not give his name, but he then went to the stationmaster, who at last consented that the telegram could be sent in Dutch." Now, that is the sort of thing I find in casual talk with people from the country—things

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that happen almost every week, if not every day, owing to the want of knowledge of Dutch.

920. *The Colonial Secretary.*] Do you receive a large number of telegrams in English, by any chance?—Yes.

921. Do you ever get any mistakes?—Very seldom, comparatively speaking.

922. My experience is not that way, and I find I often have to have telegrams, even in English, repeated?—Yes, but do you receive many Dutch telegrams?

923. I cannot say I do, but I very often find mistakes in English telegrams?—Well, I receive in both Dutch and English, and so can compare the two, while you cannot. My English telegrams sometimes contain mistakes, and my Dutch telegrams very often contain mistakes. That is the difference.

924. *Mr. de Waal.*] In the English telegram, it is generally a word that is wrong, but one can understand the meaning of the message, whereas in the Dutch telegram the whole sense is distorted; at least, that is my experience?—If there is a mistake in the English telegram, you can still generally make out what the message means, but with the mistakes in the Dutch telegram it is often impossible to make out what it means. However, I will add this, that I think for the last year or two there has been some improvement in the Telegraph Department with regard to this matter.

925. *Chairman.*] What is your idea about Dutch in the University examinations, commencing with the School Elementary?—I find in the School Elementary that either English or Dutch is "compulsory." Among the "optional" subjects are English or Dutch, Latin, French, German, Kafir, Sesuto, mathematics and science. The maximum marks for "optional" Dutch or English is 25 per cent. less than for "compulsory" Dutch or English, but as "optional" subjects the others get 25 per cent. less than either "optional" Dutch or English.

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I think that principle is a very good one. It is modified compulsion, and it does acknowledge the bi-lingual character of this country, and theoretically at least, it puts Dutch and English on an equal footing. I think if this principle could be adopted in other examinations, the dissatisfaction with the present system would be very much decreased.

926. Do you know that there are a number of railway schools for the children of employees on the railway?—I have heard so, and I am glad to hear it; and it is in these very railway schools *i.a.*. that I would like to bring my hints on the poor white question to bear. By teaching these children elementary Dutch and other subjects which they may require in their sphere of life, you would confer a benefit on the country, independently of the mere language question.

927. I find from the sixth report of the Civil Service Commission that they lay down as a principle that there shall be for the ordinary Civil Servant an entrance examination at which Dutch shall not be required, but that after two or three years there shall be a qualifying examination to pass which shall be essential for promotion; what is your idea about this proposal?—I am sorry to say I cannot agree with it. In the first place, it is opposed to the bi-lingual principle. In the second place, in practice, it would be open to exactly the same objections as I have referred to in regard to a knowledge of Dutch being required only for officers intended for Dutch districts. Those who passed at once in Dutch would have the preference for appointments in some remote Dutch village in the *achter veld*, while those who failed in Dutch would be rewarded with appointments in some highly-prized up-country neighbourhood; and it would be almost as fatal to the homogeneity of the Service and the interchangeability of officers as the other plan. Thirdly, if an unambitious young Civil Servant had been allowed

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to spend years in pleasant up-country surroundings, and if he knew that as soon as he passed in Dutch he would have the chance of being "promoted" to the "back country," he might hesitate to qualify for such doubtful promotion. Fourthly, it would be nothing like such an incentive to acquire Dutch as the plan which I have just sketched would be, namely, to give only "temporary" appointments to candidates who are only qualified in the one language when fully qualified candidates are not procurable, that is, to give only "temporary" appointments to those who have not passed in Dutch. Fifthly, in the case of a man who had not passed in Dutch, but who had for a number of years given great satisfaction in an office, and who had become married and reared a family in the meanwhile, it would be rather hard and exposing him to great temptation to give him no increase of salary nor promotion simply because he did not know Dutch.

928. So that you would not recommend the system advocated by the Civil Service Commission?—No; I prefer the plan I have sketched in reply to a previous question.

929. *Mr. de Waal.*] You say you would recommend for the Civil Service a Dutch examination; what would be the character of the examination you would require the candidate to pass?—I would make it a capacity to write a decent grammatical Dutch letter and to talk Dutch.

930. Just a working knowledge of Dutch?—Yes, but it is a working knowledge that is not acquired by every man who passes an examination. Many of your students who pass even a high examination in the schools cannot write a decent grammatical Dutch letter. But I would not want Dutch philology or anything of that kind.

931. You have been to Canada and are acquainted with the conditions prevailing there?—Yes; though I must say I was ill most of the time I was there.

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932. The conditions as to the two languages, and the people who speak those two languages, are different from the conditions that prevail here, are they not?—Yes; I should say that in Canada it is difficult to find an educated Frenchman, or French Colonist, who does not know English, and it is difficult to find an educated English Colonist who does not know French. I am sorry to say that here it is different as regards Dutch and English.

933. But there they live in different Provinces—the French and English Provinces?—The French mostly live in the Province of Quebec. There was at one time considerable emigration from French Quebec to other parts of Canada and to various counties in the United States; and there used to be a considerable half-breed population in the North-West back country—French half-breed—but that has of late been decreasing.

934. Is it not a fact that the French and the English live more or less separate from each other, and that that is the reason why in Canada the Civil Service regulations prescribed that there shall be an examination of merit, similar to what is now proposed by the Civil Service Commission?—It may be, but I should say that it is hardly necessary.

935. Not even there?—No. In Canada everybody knows the two languages, and we may take it for granted that every English candidate knows French and every French candidate knows English. Moreover, there is no back country—no French back country—as compared with our back country, where they could send purely French candidates for punishment or reward. The language question in that connection would not apply, and I do not know why they have got it.

936. Do you know the conditions that prevail in Belgium?—Yes. In Belgium there are two languages in popular use—French and Flemish—the latter, as written, being very much the same

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as Dutch. Flemish is making headway in the Civil Service. in schools and even Universities. and they have now obtained pretty nearly the same rights for Flemish as for French.

937. And in the Civil Service ?—Yes. and in the Universities. The University of Brussels may be more French. but the University of Ghent is more Dutch, or Flemish.

938. The condition in Belgium is very similar to the conditions here with reference to the languages? —Yes, still Belgium is more like Canada. with this difference that being a much smaller country the populations of the two different sections mix more with one another than they do in Canada.

939. It has been said that the real difficulty with reference to Dutch not being taught suitably here is that we have not the teachers. You are aware. of course. that inthe Teachers' Examination Dutch is not compulsory ; it is only "recommended" ?— Yes.

940. Are you in favour of making it compulsory for teachers?—Yes. more particularly for the Elementary Teachers' Examination. When you go further up, you would have to specialize and make special provision for Dutch as well as for the native languages in the Transkeian Territories.

941. Do you think that young English people are unduly handicapped by having to learn Dutch to a certain extent?—I do not see why they should be. When I was at school we had Dutch and English boys in the same class, and the English boy learnt Dutch as easily as I learnt English.

942. A knowledge of Dutch is an advantage in the country ?—Yes ; the knowledge of any language is an advantage.

943. In the University they are putting Dutch to a certain extent on a par with French and German?—Yes. and that is treating Dutch as a *foreign* language, to which we all object.

944. And I take it you would say, from a practical point of view. that it is far more advantageous

for a child to learn Dutch in this country than to learn French or German?—Yes; whoever runs may read, and whoever walks may see that.

945. *Mr. C. J. Krige.*] The returns from the Education Department show that an average of over 60 per cent. of those going in for examinations take Dutch?—Yes.

946. Does that not prove that the country as a whole recognises that Dutch is essential if they want to get on in the country?—Of course; but at the same time I may say that of all those pupils who pass in Dutch the bulk of them know very little about Dutch, because the medium of instruction is English as it is in everything else. In some schools they are taught Dutch through the English medium, and I even know of schools where the Dutch alphabet is not taught to those learning the language, and where Dutch words have to be spelt with English letters; and when you know how difficult it is to spell even English words with English letters you realize what a task it must be to spell Dutch words with English letters. The methods of thought and ways of expression and everything else as inculcated in most of our schools, are all really English.

947. The fact that this large percentage take Dutch in the examinations would justify the action of the Education Department in placing Dutch on the same footing in all examinations as is done in the elementary?—Yes. I have not studied the thing in detail, and I do not want to give random answers, but I think that should be the general principle which should guide the Department and the University in their examinations.

948. In the majority of the examinations other than the elementary, Dutch is on the same footing as Kafir, German and French?—Yes; and, of course, Dutch is not only spoken by the people in this country, but it has got a pretty fair literature behind it and a history as well, which you can

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hardly say of Sesuto or Kafir, however nice sounding languages they are.

949. *The Colonial Secretary.*] I am going to assume that this is a bi-lingual country, and so you will see the drift of the few questions I have to put you, Mr. Hofmeyr. The results in Canada of the Canadian system, which is also a bi-lingual country, are on the whole satisfactory, are they not?—I fancy so, though I have not studied the results elaborately on the spot. I only know from casual observation and random reading.

950. And you think the result of the system in Canada has been to do away to a certain extent with what formerly existed in Canada,—as was unfortunately the case in this country,—that is a feeling of racialism?—There is a good deal of racialism still left in Canada, but it is not a malignant racialism. I think the French stick up more for their racial and national rights than the Dutch, and what is tolerated here by the Dutchman would not be tolerated by the Frenchman in Canada. The Frenchman in Canada will not tolerate his children being taught French history, for instance, in English, or religious instruction being given them in English. I should say the racial feeling in Canada is far stronger than it is here, but it is not a malignant racialism.

951. And that is the result of dealing with the languages as they have done there?—Yes; but there is a great deal more behind it than that. There is the political question, and the nearness to the United States. The Breton Ecclesiastical Law, which is in force in the Province of Quebec, is, I think, the most powerful element towards popularizing the connection with England. They are afraid of their American neighbours across the way, and they know that if ever they get incorporated with the United States, though they are an important element in the Canadian population, they would be nothing in an American population of some 70,000,000 or 80,000,000, mainly Protestants,

and would not count at all, and they would not have the same religious law which gives the priests that tremendous power in the Province of Quebec that they have at preseet. For that reason the Church particularly, and Catholicism generally, is strongly opposed to annexation to the United States; and, seeing that they cannot stand by themselves, they prefer to be with the English. So that you will see that it is not a mere language question.

952. Still, the language question has a great deal to do with it?—If the Government were to deal with the French language in Canada as you do with the Dutch language here, you would have a revolution.

953. It has combined to a great extent to do away with racialism?—It is an element to a great extent, but only an element, and not the most important element.

954. You gave me the idea, though I do not know if you wished to convey that idea, that you thought the Education Department did not treat the Dutch language fairly; is that your feeling?—My feeling is that there is no sympathetic treatment. If you read the regulations, they read fairly well, but they are not carried into effect with any love of the language. I do not wish to attack the Education Department; on the contrary, I would wish to praise them; but I say that your inspectors who go about, and many of your teachers who go in for a formal examination in Dutch, do not show an appreciation of the language and do not show a heart-interest in the matter.

955. That is your experience?—That is the impression I have obtained in mixing with the people and in talking with them confidentially.

956. Do you know that a number of parents in this country insist upon English being taught in the schools to the extent they do?—Yes, of course.

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957. Dutch parents?—Yes, certainly; and so did my own father. He wanted me to learn English, but he wanted me to learn Dutch also. There are many parents now, and many children, who will give preference to English in the schools because they find in their examinations and at the inspections and everything else that a high value is given to English and very little or nothing at all to Dutch.

958. Is there not another reason why the Dutch parent says that the Dutch child must learn English in the school, and that he says, "After all, he can learn Dutch at home"?—That may be the opinion of a Dutch parent who never learnt grammatical Dutch himself, and who is rather ignorant on the subject. But the majority are for enlightenment and progress; and therefore Dutch is making headway.

959. Of your own knowledge you do not know how many inspectors are not acquainted with the Dutch language?—No. A man may say he is acquainted with the Dutch language, and yet he may be practically useless in giving Dutch dictation. An inspector may talk Gaelic Scotch with a Dutch accent and think it is Dutch.

960. We had some interesting evidence from Professor Viljoen, who you say is a high authority on Dutch, and his evidence was to the effect that he had never had any difficulty with the Department when he had made any representation to it?—Professor Viljoen is a very influential and important man, and he is a man who can fight his own battle and who would be able to get his way in matters where a poor little retired village schoolmaster could do nothing at all.

961. I am coming to the village schoolmaster just now. You gave us the case of a man who had been out of Africa for some time?—Yes. Mr. Enderdyk.

962. Are you aware of the system under which Dutch teachers are engaged in this country?—

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They are engaged by School Committees, but subject to the approval of Dr. Muir. I am glad you have drawn my attention to this, because I wish to say that if you paid a sufficient salary to a teacher for simply teaching Dutch and modern languages, I think Mr. Enderdyk would have an appointment to-day.

963. Are you aware of the present system of fixing the salary?—Not in detail.

964. Because that is a most important point?—But Mr. Enderdyk does not hold a Colonial certificate as a teacher and that appears to stand in his way of an appointment for general subjects. He was told that if he had a Colonial certificate he could be appointed to either a second or third class school—for he does not wish to be simply a Dutch teacher, but he wants to be a principal, or a sub-principal, or a teacher generally. And you would get a large number of teachers from Holland if this certificate was out of the way.

965. You must admit that it is necessary to have some form of certificate?—Yes, but certificates should be so elastic as to deal with such a case as that of Mr. Enderdyk. The forms are for the country, not the country for the forms.

966. This man, you say, has been employed by the Department?—Only for a special subject, to teach German, or to make the school acceptable to German children.

967. You are aware that a large number of our teachers are not certificated?—I believe so, but every now and then some teacher who has been doing good work has been thrown out of the service because he has no certificate.

968. Is that the fault of the Department, or is it the fault of the School Committees, because you are rather inclined to blame the Department for that. My point is this: Has Mr. Enderdyk had an appointment offered him by a School Committee and been told "No, you cannot have it, because you have not got a certificate"?—His

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name is down with the Department; he knows that very often the Department is asked to recommend some one as teacher, and he has been repeatedly there, but they say "we cannot find an opportunity for you with a sufficient salary for teaching only Dutch." He could be appointed for a special subject, but he could not get a sufficient salary for that special subject; and for general subjects he could not be appointed because he does not hold a Colonial certificate.

969. *Mr. de Waal.*] He could not be appointed a general teacher?—No.

970. *The Colonial Secretary.*] We have had a good deal of evidence on the point that there is a scarcity of teachers who can teach Dutch. Certain schools were started during the war by the Dutch Reformed Church at Adelaide, Dordrecht, Steynsburg and other places. Can you tell me what was the medium of instruction in those schools?—I cannot say, but I would not be surprised if it were English, simply because they would be preparing for English examinations, for University, School and other examinations in which the medium was all English. If a school is started and has not a list of successful candidates at the examinations, it does not show up well, and parents will think very little of that school.

971. That would not apply in those cases, because they were lower grade schools, and I do not think that examinations entered into their consideration; but they were started when racial feeling was running high?—I do not know.

972. *Chairman.*] You say you believe the medium was English?—I would not be surprised if it were English.

973. You will not be surprised to hear either that Dutch was given a prominent place as a subject of education?—It shows that there were sensible men at the head of the school.

974. Is there anything else you want to bring to the attention of the Committee?—I would only

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say that for Dutch children Dutch should be made as far as possible the medium of instruction. Dutch history, particularly Colonial history, ought to be taught in Dutch. Dutch itself ought to be taught with Dutch as a medium, and religious instruction for the Dutch children ought to be in the language of their Church. I think that religious instruction for all children should be in the language of their Church. You cannot learn a language simply by being taught it for one or two hours per week. You can learn a lot grammar, but you do not learn the language, and you cannot write a letter correctly. You cannot learn Dutch if your geography, your history, your arithmetic, your religious instruction, and everything else, is English, if your teachers talk English, if the pupils talk English to one another, and if you never hear any Dutch except for an hour or an hour and a half a week.

975. *The Colonial Secretary.*] You know languages as well as I do, and you know that you cannot learn a language unless you can think in it?—It would be a good thing if the teacher taught alternately in English and Dutch, and the language would be learnt more readily than in any other way. That is how I did, and how I learned to think in either language.

976. *Mr. de Waal.*] Some questions have been put to witnesses with regard to this "simplification" of the language which is now going on. Does that in any way affect the principle you have been dealing with?—I will let you into a secret. I wrote the pamphlet of the Taalbond in connection with this "simplification," although I did not sign it. But I go on writing what we call the ordinary written Dutch of Holland. "Simplified Dutch" means Dutch as spoken by the educated Dutchman. The system has been admitted by the Cape University with some slight amendments, and I am quite content to be guided in that matter by the Cape University. The difference

Hon. J. H. Hofmeyr. — July 26, 1906

is very slight; it is only in the writing. You leave out superfluous letters, and some of the gender distinctions, such as every Hollander does in conversation. For instance, in the one system I would write "Ik zag eenen grooten man," but if I was to say that in conversation I would be laughed at for my pains, everybody saying "Ik zag 'n groote man" in conversation. That is "simplified Dutch" when written that way. This makes the language easier for English boys; it makes the distinctions of the genders much more easier than they otherwise are. "Simplified Dutch" has been largely adopted in Holland by teachers; it is allowed to be written in the works submitted to the "Maatschappij van Nederlandsche Taal en Letterkunde, te Leiden," in Holland; works have been written by Professor Hesseling and others in simplified Dutch; it is also admitted into several periodicals published in Holland; and it has received modified acceptance in the Dutch Civil Service. In my opinion, in 10 or 15 years' time most young men in Holland will write the "simplified Dutch."

———

APPENDIX.

[A.]

PETITIONS REFERRED TO COMMITTEE

To the Honourable the Speaker and Members of the House of Assembly of the Cape of Good Hope, in Parliament assembled.

The Petition of the Undersigned, Members of the Chief Committee of the Afrikander Christian Women's Association.

Respectfully Sheweth:—

That, seeing Dutch is the language of the majority of the inhabitants of this Colony, and seeing it is their mother-tongue, and also the language of their beloved Dutch Reformed Church, your Petitioners are of opinion that it is just and fair that it (the Dutch language) should in every respect have equal rights with English in this Colony in order that the children may become thoroughly acquainted with the language of their mothers as well as with that of their King.

Your Petitioners consequently request:

(1) That in all University and other Examinations in this Colony where English is compulsory Dutch should also be compulsory.

(2) That in all examinations the same number of marks should be apportioned to Dutch as to English.

(3) That the History of South Africa should be taught to Dutch children in the Dutch language.

(4) That Inspectors of Schools in this Colony should be able to inspect both in Dutch and in English.

And your Petitioners will ever pray.

(Signed) E. ROOS and 3 Others.

[Note.—The wording of the Petition No. 239 from Miss S. Moller and 2,276 others, presented to the House on the 25th June, 1906, and referred to the Committee is in all respects the same as that printed above.]

To the Speaker and Members of the House of Assembly of the Cape of Good Hope.

Honourable Sirs,—

The Undersigned, Members of the Central Committee (Central Bestuur) of the Afrikander Bond and Farmers' Association (Afrikander Bond en Boeren Vereeniging), assembled at Ceres, respectfully request your Honourable House to institute an inquiry into the position occupied by the Dutch language:—

(*a*) In the subsidised schools, both in the curriculum and at the inspections;
(*b*) in the public examinations of the Education Department, the University and the Civil Service;
(*c*) in the Civil Service—*i.e.*, the Courts of Justice, the Government departments, the Railways, the Post Office and the Police.

Or to grant such other relief as your Honourable House may deem fit.

And your Petitioners will ever pray.

(Signed) THOS. P. THERON,
and 75 Others.

To the Honourable the Speaker and Members of the Honourable the House of Assembly, in Parliament assembled.

The Petition of P. J. G. de Vos and G. S. Malan, Chairman and Secretary respectively of "De Zuid Afrikaansche Taalbond.".

Humbly Sheweth:—

That at a meeting of the said "Zuid Afrikaansche Taalbond," recently held at Stellenbosch, it was unanimously resolved to ask your Honourable House for an opportunity to bring to its notice, in detail, the grievances under which your Petitioners and that section of the population, which they represent in this matter, suffer by reason of the unsatisfactory and inadequate treatment accorded to the Dutch language,

and to those inhabitants of the Colony who write and speak said language, in various departments of the public service, such as those of Education, Law, Railways, Post Office, and Telegraph, Police and the Civil Service generally.

Wherefore your Petitioners pray for the appointment of a Committee to investigate the grievances, or for such other relief as to your Honourable House may seem meet.

And your Petitioners, as in duty bound, will ever pray.

P. J. G. DE VOS, Theol. Prof., Chairman.
G. S. MALAN, Secretary.

Stellenbosch, 25th May, 1906.

[B.]

RETURN BY THE UNDER COLONIAL SECRETARY TO A RESOLUTION OF THE SELECT COMMITTEE ON THE DUTCH LANGUAGE ADOPTED ON THE 2ND JULY, 1906, SHOWING THE POSITION OCCUPIED BY THE DUTCH LANGUAGE AT THE PRESENT TIME IN

(*a*) The subsidised schools, both in the Curriculum and at the Inspections.
(*b*) The Public Examinations of the Education Department, the University, and the Civil Service.
(*c*) The Civil Service—i.e., the Courts of Justice, the Government Departments, the Railways, the Post Office, and the Police.

(*a*) The Subsidised Schools, Both in the Curriculum and at the Inspections.

1. *Curriculum.*

Attention is invited to the introductory note on Page V. of the Elementary School Course, a copy of which is attached.

2. *Inspections.*

In whatever Schools Dutch is taught the Inspectors are expected to examine the subject as presented by the teacher.

(*b*) The Public Examinations of the Education Department, the University, and the Civil Service.

1. *Education Department.*

Pupils.—Dutch is one of the subjects of a series of examinations covering a three-years' course. [See Pamphlet 16, section 18.]

Teachers.—The Dutch language is one of the subjects of the three years course for elementary teachers. It is optional, but all are expressly recommended to take it. [See Pamphlet 2, section 23.]

A copy of the Education Department Pamphlet No. 1, relating to the School Course and Examinations is also attached.

2. *The University.*

The position of Dutch at the five University Examinations in which Dutch is a subject will be apparent from the extracts from the Regulations for the respective examinations given below:—

SCHOOL ELEMENTARY EXAMINATION.

[No candidate from a Government School in Cape Colony will be admitted to this Examination unless he furnishes satisfactory evidence that on or before the 1st of May of the year in which the Examination is held he was studying in Standard VII. or in Standard B. A Form of Certificate is included in the Entry Form.]

1. Candidates will be examined in the following subjects:—
   (*a*) English or Dutch.
   (*b*) Arithmetic.
   (*c*) History.
   (*d*) Geography.
   (*e*) Handwriting.
2. A candidate will not be approved by the Examiners unless he has obtained 40 per cent. of the total marks in these five subjects, one-fourth of the marks in (*a*), one-fourth of the marks in (*b*) [see also section 11], and one-fifth of the marks in (*c*) and in (*d*). [See also section 17.]

Optional Subjects.

3. In addition to the above subjects, it shall be optional for any candidate to be examined in any *one* of the following subjects:—

   Dutch (if he has taken English as a compulsory subject).
   English (if he has taken Dutch as a compulsory subject).

Latin, French, German, Kafir, Sesuto, Mathematics, Science.

4. The maximum number of marks to be allowed for Dutch or English as an optional subject will be 25 per cent. less than that allowed for compulsory Dutch or English, and for the other optional subjects 25 per cent. less than for English or Dutch as an optional subject. Such marks will count for the purpose of determining the candidate's order of merit [see also section 17]. The optional subject taken by the candidate will be placed in brackets after his name in the published list of successful candidates, and will be recorded on his certificate in case of his passing the examination and obtaining not less than one-half of the maximum number of marks allowed for such optional subject.

In this examination it will be seen that candidates may take English or Dutch as their compulsory language. Those who take English as their compulsory language may take Dutch as their optional subject, and *vice versa*.

In 1905, of the 703 candidates examined, 258 (or about 36 per cent.) selected Dutch as a compulsory language in 33 cases, and as an optional subject in 225 cases.

SCHOOL HIGHER EXAMINATION.

[Candidates may enter for the School Higher Examination without having passed the School Elementary Examination.]

1. The following are the subjects of examination:

Group I.	*Group II.*
English.	Arithmetic.
Latin.	Mathematics.
Greek.	Physics.
History.	Chemistry.
Dutch.	Botany.
French.	
German.	
Kafir.	
Sesuto.	

2. Every candidate must present himself for examination in English and in Arithmetic, and in not less than two or more than four of the remaining subjects.

When, in addition to English and Arithmetic, two subjects only are taken, one must be selected from each group; when three additional subjects are taken, two must be

selected from one group and one from the other group; when four additional subjects are taken, two may be selected from each group, or one from Group II., and three from Group I., provided that one of the three subjects taken in Group I. is either Latin or Greek or History.

3. No candidate will be approved by the examiners unless he has obtained one-third of the marks in English, one-fourth in one other subject in Group I., one-third in Arithmetic, one-fourth in one other subject in Group II., and one-third of the highest aggregate of marks obtainable in the examination. [See also section 18.]

In this examination it will be seen that Dutch is one of the subjects from which the candidate must make his selection in order to make up the number of subjects in which he must pass. In 1905, of the 1,379 candidates examined, 841 (or about 61 per cent.) selected Dutch in this connection.

(*b*) MATRICULATION EXAMINATION.

I.—REGULATIONS.

Subjects of Examination.

3. The subjects of examination are as follows:—

I. *Compulsory Subjects.*

(*a*) English (two papers).

(*b*) Dutch. / French. / German. / Kafir (Xosa or Zulu.) / Sesuto. — Any *one* of these five Modern Languages.

(*c*) Latin.
(*d*) Arithmetic.
(*e*) Algebra.
(*f*) Geometry.

II. *Optional Subjects.*

(1) Greek.
(2) History.
(3) Physics.
(4) Chemistry.
(5) Botany.

4. A candidate may take, in addition to the six compulsory subjects, one or two, but not more than two, of the optional subjects; but no marks under 20 per cent. in

any optional subject will be added to the candidates aggregate.

From the above extract it will be seen that every candidate must pass in one Modern Language, and that Dutch is one of the languages offered as a choice. In 1905, 711 candidates out of 1,072 candidates examined (viz., about 67 per cent.) selected Dutch as their second modern language.

INTERMEDIATE EXAMINATION IN ARTS.

Subjects of Examination.

4. The subjects of examination are as follows:

I. *Compulsory Subjects.*

(*a*) English (two papers).

(*b*) Latin.

(*c*) Mathematics { Algebra. Geometry, and Trigonometry. } (A.)

(*d*) Physical and Natural Science. { Physics, or Chemistry, or Botany, or Zoology, or Geology.

II. *Optional Subjects.*

Greek.	Geometry and Trigonometry. (B.)
History.	Dynamics.
Dutch.	Physics.*
French.	Chemistry.*
German.	Botany.*
	Zoology.*
	Geology.*

* *If not taken as a compulsory subject.*

In this examination it will be seen that Dutch is one of the subjects from which the candidate must make his selection in order to make up the number of subjects in which he must pass. In 1905, out of 209 examined, 137 (or 65 per cent.) selected Dutch in this connection.

DEGREE OF BACHELOR OF ARTS (B.A.).

New Regulations.

I. Department of Literature and Philosophy.

Pass Examination.

5. The subjects for the Pass Examination in the department of Literature and Philosophy are:—

(*a*) Latin.
(*b*) Greek.
(*c*) Logic and Psychology.

and any *two* of the following three:

(*d*) English.
(*e*) A second modern language (Dutch, French, or German).
(*f*) History.

In 1906, under the new regulations which will then come into force, it will be seen that Dutch, with French or German as alternatives, is one of the three subjects of which the candidate must choose two.

In 1905, under the old scheme, every candidate had to select either Dutch, French, or German, and 27 of the 37 candidates (or 73 per cent.) selected Dutch.

Honours Examination.

14. Candidates for Honours in the Department of Literature and Philosophy will be examined in one, but not more than one, of the four following groups of subjects, in addition to the subjects required for the Pass Examination:—

Group I.—Classics.

Latin and Greek, including Philology.

Group II.—Modern Languages.

Any three of these four Languages: { English, Dutch, French, German } with the Philology of any two of the three Languages selected.

Group III.—Mental and Moral Science.

Group IV.—History.

N.B.—Candidates who select History for their Honours Examination must take History as one of the subjects for their Pass Examination. Candi-

dates who select Modern Languages for their Honours Examination cannot take History as a subject for their Pass Examination.

It will be seen that Dutch is one of a group of four Modern Languages from which three must be selected by every candidate desiring to take his degree with Honours in Modern Languages. In 1905, of the four candidates who presented themselves for Honours in Modern Languages, all selected Dutch as one of their three languages.

3. *Civil Service.*

Graduates and Undergraduates who have passed the Intermediate Examination in Arts either in the First or in the Second Class or who have passed the Matriculation Examination in the First Class are, on application, placed without examination on the official list of candidates who have passed the Civil Service Examination.

The subjects and minima for passing in the Civil Service Examination for ordinary candidates are as follows:—

Subject.	Full Marks.	Minimum 1st Class.	Minimum 2nd Class.
(*a*) Handwriting	100	50	50
(*b*) Writing from Dictation...	160	130	120
(*c*) Arithmetic	300	150	120
(*d*) The Dutch Language ...	200	...	...
(*e*) Copying Manuscripts ...	100	...	...
(*f*) Composition and Grammar	200	...	...
(*g*) Official Letter-writing ...	150	...	...
(*h*) Essay writing	100	...	...
(*i*) Summarising Returns ...	250	...	...
Subjects and Standards required of all Candidates except those described in Regulations 15 and 16 hereof	1,560	975	770
(*k*) Reading 40			
(*l*) Geography 200			
(*m*) History 200			
	440	...	...
Subjects and Standards required of all Candidates other than Graduates of Universities and Undergraduates of the University of the C.G.H.	2,000	1,100	875

The above table shows that while Dutch is not a failing subject it is a necessary one, as the number of marks assigned to Dutch is a part of the total number out of which the minimum for either First or a Second Class must be obtained, and therefore as a rule only candidates of exceptional ability can afford to omit the subject.

The oral examination tests ability to converse, sufficient for the ordinary business of a Magistrate's Court or a Civil Commissioner's Office. The written examination includes translation from Dutch into English and *vice versa*, the writing of letters grammatically and writing from dictation.

(*c*) The Civil Service, *i.e.*, The Courts of Justice, The Government Departments, The Railways, The Post Office and The Police.

1. Courts of Justice.

Attorney-General's Department.—By section 32 of the Charter of Justice it was provided that the pleadings and proceedings of the Supreme Court or of the Circuit Courts shall be in the English language, while similar provision was made by section 7 of Act No. 20 of 1856 in respect of Courts of Resident Magistrates.

With a view, however, to affording facilities for the use of the Dutch language, equally with the English, in Courts of Justice and in legal proceedings, an Act entitled "The Dutch Language Judicial Use Act" was passed in 1884, providing that the Judges of the Superior Courts of Justice *may*, and Resident Magistrates, Special Justices of the Peace and Field Cornets *shall*, allow the use of the Dutch language equally with the English language, at the hearing of any suits, cases, or inquiries, civil or criminal, in their respective Courts when requested so to do by any of the parties to such suits or other proceedings.

The Act further provides as follows:—

> "Whenever any Divisional Council shall by a majority of its members resolve at a meeting duly convened for that purpose; or whenever no fewer than one-third of the voters registered for Parliamentary elections in any division shall in writing, by petition, apply to the Governor to order the issuing of summonses, notices and documents referred to in any summonses in all suits brought in any of the Courts within such division, in the Dutch as well as in the English language, it shall be lawful for the Governor in either of the cases before mentioned by proclamation in the *Gazette* to grant such order."

If the Officer issuing any such process as aforesaid is satisfied that the person upon whom the same is intended to be served is sufficiently acquainted with the English language to understand the purport of such process, or is not sufficiently acquainted with the Dutch language, then it shall not be necessary to issue such process in the Dutch language as well as the English language, and *vice versa*.

Native Affairs Department.—Courts of Justice in the Native Territories are on precisely the same footing in regard to the Dutch language as those in the Colony proper.

2. Government Departments.

(*a*) *Prime Minister—Native Affairs Department.*—Dutch-speaking Magistrates have been appointed to the more European Districts of Elliot, Maclear and Matatiele, and at those stations where it has been found desirable, Dutch Interpreters have been provided.

In the Native Districts in which there is a very limited European population when comparing the qualifications of officers for appointment to the vacancies which occur from time to time, a knowledge of Kafir carries a greater weight.

In making selection from applicants for the post of Inspector of Native Locations preference is given to men with a knowledge of both Dutch and Kafir—most of the men now so employed having a sufficient knowledge of both languages.

(*b*) *Colonial Secretary.*—From inquiries which have been made it would appear that out of a staff of about 103 officers in the Head Office, 46 are able to both speak and write the Dutch language, 12 speak it only, and 2 write it only. In view of the fact that there is no very great demand in this Department for the employment of the Dutch language, and that the proportion of the correspondence in that language is relatively small, it is considered that the Department is very well staffed with officers capable of meeting its requirements in this direction. These remarks would apply equally to the sub-departments at the Head Office, such as the Education Department, in the Colonial Secretary's Ministerial Division.

(*c*) *The Treasurer.*—So far as this Division is concerned the position of the Dutch language is that anyone desirous of transacting his business with the Government in that language is at perfect liberty to do so, most, if not all, of the staff having a knowledge of Dutch. In the Excise Department where the officers are brought more into contact with the public, officers are specially selected for the country districts who have a thorough knowledge of the Dutch language. Where necessary all public notices, regulations, instructions, official forms, etc.,

issued by the Treasury or its sub-departments are printed in both the English and Dutch language.

(*d*) *Attorney-General.*—In regard to Magisterial appointments section 24 of Act No. 32 of 1895 provides that no person who on the 1st January, 1887, had not served 10 years or upwards in the Civil Service may be permanently appointed as Resident Magistrate or Assistant Resident Magistrate, or may be appointed as Acting Resident Magistrate for more than three months, unless he has passed the Civil Service Law Examination, has had at least five years' service, and possesses a sufficient knowledge of both the English and Dutch language.

In so far as the appointment of officers in the Divisional Courts Establishment is concerned it has been the recognised practice of this Department to study the interests and convenience of the public, as far as practicable, by stationing in Districts where the Dutch language predominates as the medium of conversation, officers having a working knowledge of that language.

(*e*) *Commissioner of Public Works.*—Generally speaking, the demands for the use of the Dutch language in connection with the operations of this Department are comparatively infrequent, and the proportion of correspondence in that language is relatively small.

In dealing with correspondents whose knowledge of English is seen to be more or less limited, special care is exercised in order to ensure that the desired meaning is explicitly conveyed.

In dealing with the transfer of properties, etc., certain documents of a formal nature, such as "Conditions of Sale," Resolutions, etc., in Dutch, are occasionally received by the Department; and these, as well as any correspondence in that language, are translated by officers of the Department without extra expense as portion of the ordinary routine of duty.

In respect to personal communication between officials of the Department and any member of the public, I may say that, as a rule, there is no great demand for the employment of the Dutch language, except perhaps in connection with water boring operations when carried out in certain districts. Under circumstances such as attach to this work the use of the Dutch language undoubtedly conduces to the facilitation of business, and is of great general convenience. Therefore, in considering the suitability of applicants for employment as Drill Foremen, special consideration is given to this point, and preference is wherever possible, with due regard to other important considerations, given to persons conversant with colloquial Dutch.

Further, in the distribution of the Water Boring Staff, quali-

fications in this respect weigh in the selection of men for duty in Districts where it is known that the Dutch language is chiefly employed.

In respect to instances where, at the Headquarters of the Department in Cape Town or in District Offices, occasions may arise demanding the use of Dutch, no difficulties are experienced, as several officers of the staff have sufficient knowledge of the language to enable any ordinary requirements to be met, while some have a thorough acquaintance with the language, and are available in any case of special difficulty.

(*f*) *Secretary for Agriculture.*—The following shows briefly the position occupied by the Dutch language, as regards the work of this Department:—

1. All forms, etc., required for the use of the public are printed in Dutch as well as English.
2. Persons corresponding with the Department in Dutch, if they so desire, receive their replies in the same language.
3. The position of Sheep Inspector (for a Dutch-speaking District) does not necessarily imply that the candidate must know English. He may be examined in Dutch for the position, should he so elect, and all his correspondence with the Chief Inspector, etc., may be conducted in that language.
4. Members of the public calling at the Head Office, who are unacquainted or not sufficiently conversant with the English language, are given every facility for conducting their inquiries in Dutch. The clerical staff, with the exception of a few younger men, who are however learning the language, all have a good working knowledge of Dutch.
5. The "Agricultural Journal" is published in Dutch as also are reports, pamphlets, notices, etc., intended for the Agricultural Community.

To sum up, it may be stated that Dutch is given every advantage as far as this Department is concerned.

3. Railways.

So far as the Railway Department is concerned, the staff throughout the Department have, generally speaking, a very fair knowledge of Cape Dutch, and in making appointments to the position of Station Master and to posts at passenger and goods stations in Dutch-speaking Districts every effort is made, so far as is possible, to appoint men with a knowledge of both languages.

In the case of Dutch letters coming to the office, no difficulty is experienced in getting them translated, although there is no officer specially deputed for the purpose.

4. Post Office.

In a sub-department of the Ministerial Division of the Treasurer, such as the Post Office, where the officers are brought more into contact with the public, officers are specially selected for the country districts who have a thorough knowledge of the Dutch language. In the Post and Telegraph Department no difficulty is experienced in supplying the country districts with clerks who speak Dutch, and equal facilities are accorded Dutch and English telegrams, letters, etc. Where necessary, all public notices, regulations, instructions, official forms, etc., issued, are printed in both the English and Dutch language.

5. Police.

It is reported from the Attorney-General's Department that in so far as the appointment of officers in the Divisional Courts Establishment is concerned, it has been the recognized practice of the Department to study the interests and convenience of the public as far as practicable, by stationing in districts where the Dutch language predominates as the medium of conversation, officers having a working knowledge of that language.

As far as the Cape Mounted Police, under the control of the Colonial Secretary's Ministerial Division is concerned, under the present scale of pay Non-Commissioned Officers and men who are able to speak Dutch are granted Extra Duty Pay at the rate of 6d. per diem. The present number of Non-Commissioned Officers and men drawing this Extra Duty Pay is 501, out of a total strength of 1,291. Of the remainder, the majority of whom are in receipt of pay under the old scale, and are consequently not entitled to Extra Duty Pay—a large percentage are able to speak Dutch or have a fair knowledge of the language.

[C.]

RETURN RELATING TO THIRD-CLASS TEACHERS' CERTIFICATE EXAMINATION, 1905.

Total number of candidates, European or Cape Coloured entered for examination	464
Total number of candidates entered for Dutch	237
Total number of candidates entered for French	70
Total number of candidates entered for German	22

[D.]

CORRESPONDENCE BETWEEN THE PRIME MINISTER'S OFFICES AT CAPE TOWN AND OTTAWA, CANADA, AS TO USE OF FRENCH LANGUAGE IN CANADIAN CIVIL SERVICE.

Board of Civil Service Examiners,
Ottawa, 1st August, 1905.

R. Boudreau, Esq., Private Secretary
to the Prime Minister, Ottawa.

Dear Mr. Boudreau,—

Referring to the letter of the Acting Secretary to the Prime Minister, Cape Town, dated 21st June last, in which he propounds certain questions respecting the use of the French language in the Canadian Civil Service, I respectfully beg to reply as follows:—

Question 1.—Whether a qualifying examination in French is imposed upon English-speaking competitors for entrance to the different branches of the Canadian Civil Service.

Answer: No. It should be added, however, that all Civil Service Examinations are conducted in both languages, *but at the option of the candidates.*

Question 2.—Whether a knowledge of French is a condition precedent to promotion in any branches of that Service?

Answer: No. Of course, in the case of translators such a condition would necessarily have to weigh in determining the

qualifications for appointment or promotion. But, save in this self-evident case, the answer is in the negative.

Question 3.—What classes of Civil Servants are required to be able to conduct their work in French?

Answer: In every department of the Public Service there is a certain amount of work to be done in French, but inasmuch as appointments are made without regard to nationality and that both the English and French nationalities are well represented in all departments it follows that work to be done in French is entrusted to officers of that nationality and *vice versa*. While the number of English-speaking clerks who are capable of doing work in French is comparatively small, it is but simple justice to state that very few of the French clerks are unable to do their work in English, and as a result we find in the Service positions of prominence where the work is done entirely in the English language very efficiently filled by French Canadian officers. In the Province of Quebec, where the population is overwhelmingly French, the employees are largely of that nationality, but there is always a sufficient number of English-speaking officials employed to do such work as is required in the English language. This remark applies to the Provincial as well as to the Federal Civil Service. And it may be stated here that both the English and French languages are official in the respective services and in the Government publications both of the Dominion of Canada and of the Province of Quebec. In all the other Provinces of Canada English is the only recognised official language.

I enclose, for the information and guidance of Mr. Cormack, copies of the various Acts of Parliament relating to the Public Service, also copies of the annual reports of the Board of Examiners for the past three years which contain, *inter alia*, the regulations governing examinations for entrance into the Civil Service of the Crown in Canada.

Yours respectfully,

(Signed) W. M. FORAN,
Secretary to the Board.

Prime Minister's Office,
Ottawa, 2nd August, 1905.

J. D. Cormack, Esq., Cape Town, South Africa.

Dear Sir,—

In answer to your letter of the 21st of June last, I have the honour to forward you the enclosed documents, in which I hope you will find the desired information.

Yours truly,

(Signed) RUDOLPHE BOUDREAU,
Private Secretary to Premier.

Cape Town, 5th September, 1905.

B. 654/531.

Rudolphe Boudreau, Esq., Private Secretary
to the Prime Minister, Ottawa.

Dear Sir,—

I have the honour to acknowledge the receipt of your letter of the 2nd ultimo transmitting in reply to a request from this Office certain information having reference to the use of the French Language in the Canadian Civil Service.

The information conveyed will be most valuable to the Commission which is at present enquiring into the Civil Service of this Colony, and I beg to tender to you an expression of sincere thanks for the kind and ready assistance rendered by you to the Cape Government in the matter.

Yours truly,

(Sgd.) J. S. CORMACK,
Acting Secretary.